DOCUMENT RESUME

ED 434 514 FL 025 989

AUTHOR	Branaman, Lucinda E.; Rhodes, Nancy C.
TITLE	A National Survey of Foreign Language Instruction in Elementary and Secondary Schools. Final Report.
INSTITUTION	Center for Applied Linguistics, Washington, DC.
SPONS AGENCY	Office of Postsecondary Education (ED), Washington, DC.
PUB DATE	1998-11-30
NOTE	159p.
CONTRACT	P017A50054
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Standards; *Articulation (Education); Classroom Communication; Curriculum Design; Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Language Enrollment; Language of Instruction; *Language Teachers; National Surveys; Program Design; *Second Language Instruction; *Second Language Programs; Staff Development; Student Evaluation; Teacher Qualifications

ABSTRACT

A 1996-97 survey of 1,534 elementary and 1,650 secondary schools across the United States, both public and private, investigated current patterns in foreign language enrollment, languages and programs offered, curriculum design and content, teaching methods, teacher qualifications and training, and response to national reform issues. The study was designed to replicate a 1986-87 survey to reveal trends over a decade. A national portrait of foreign language education at the elementary and secondary levels is presented here, with highlights in each of the areas of inquiry. Common problems identified include funding shortages, inadequate inservice training, inadequate articulation, and shortage of teachers (elementary and secondary levels) and lack of quality materials and poor academic counseling (secondary level). An overall ten percent increase in elementary school language enrollments over the ten-year period was found, and level secondary enrollments. A number of positive trends were identified. Contains 9 references. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

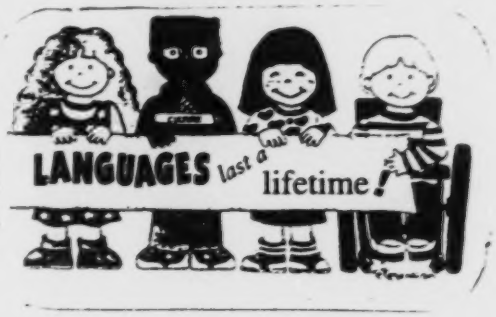
ED 434 514

CAL

A NATIONAL SURVEY OF FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY AND SECONDARY SCHOOLS

Grant Award #P017A50054

Lucinda E. Branaman and Nancy C. Rhodes



Final Report

Submitted to the U.S. Department of Education
International Research and Studies Program

by

Center for Applied Linguistics
4646 40th St. NW
Washington, DC 20016
www.cal.org

November 30, 1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Nancy Rhodes
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

FL025989

BEST COPY AVAILABLE

A NATIONAL SURVEY OF FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY AND SECONDARY SCHOOLS

Lucinda E. Branaman and Nancy C. Rhodes
Center for Applied Linguistics

CAL

This report was prepared with funding from the U.S. Department of Education, Office of Postsecondary Education, International Research and Studies Program, under grant #P017A50054 to the Center for Applied Linguistics. However, the opinions expressed in this report do not necessarily reflect the positions or policies of the Department of Education.

Center for Applied Linguistics © 1998

A NATIONAL SURVEY OF FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY AND SECONDARY SCHOOLS

TABLE OF CONTENTS

Page

List of Appendices iii
List of Tables. iv
List of Figures vi
Acknowledgements ix

I. Introduction and Highlights (Executive Summary) 1
II. Background. 9
III. Key Questions 13
IV. Methodology 15
A. Questionnaire Development 15
B. Sampling and Weighting Procedures 16
C. Data Collection Procedures 18
D. Data Analysis Procedures 20
E. Demographic Profile of Sample 20
V. Results 23
A. Whether Schools Teach Foreign Languages 23
B. Interest in Offering Foreign Language Instruction 24
C. Student Enrollment in Foreign Language Classes 25
D. Languages Taught 26
E. Program Types 32
F. Grade Levels and Minutes per Week (Elementary Schools) 35
G. Levels Offered and Hours per Week (Secondary Schools) 36
H. Scheduling Classes During School Day (Elementary Schools) 38
I. Scheduling Classes During School Year 38
J. Funding Sources (Elementary Schools) 40
K. Schools Having Curriculum Frameworks/Guidelines 42
L. Sources of Curriculum Development 43

M. Instructional Materials 45
N. Sequencing/Articulation 51
O. Number of Foreign Language Teachers 53
P. Teacher Qualifications 54
Q. Staff Development and In-Service Training 60
R. Types of Staff Development and Inservice Training 62
S. Extent to Which Language Teachers Use the Foreign Language in the Classroom (Secondary Schools) 67
T. Schools' Characterization of Foreign Language Programs 67
U. Assessment 73
V. Standards for Foreign Language Learning 75
VI. Discussion. 80
VII. Conclusion. 90
VIII. References 93

Notes 94
Appendices 96

LIST OF APPENDICES

A. Elementary school survey instruments (1997 and 1987) A-1

B. Secondary school survey instruments (1997 and 1987) B-1

C. Number of schools selected per state C-1

D. Introductory letter sent before survey. D-1

E. Cover letter sent with survey E-1

F. Tests for statistical significance F-1

G. Formula for obtaining enrollment figures G-1

H. Formula for obtaining percentages of students enrolled in language classes at a given time H-1

I. Figures 1-35 . . . . . I-1

LIST OF TABLES

Number	Title	Page
1	Design Effect Weightings (DEFT)	18
2	Return Rate on Questionnaires	19
3	Elementary School Grade Levels	21
4	Secondary School Grade Levels	21
5	Demographic Profile of Responding Elementary Schools	22
6	Demographic Profile of Responding Secondary Schools	22
7	Languages Taught in Elementary Schools, 1987 and 1997	27
8	Elementary Schools in Language Conference Regions Teaching Top Six Languages, 1997	28
9	Languages Taught in Secondary Schools, 1987 and 1997	30
10	Secondary Schools in Language Conference Regions Teaching Top Six Languages, 1997	32
11	Definitions of Program Types	33
12	Subjects Taught in Foreign Languages in Secondary Schools, 1997	35
13	Grade levels of Instruction in Public Elementary Schools that Teach Spanish, French, German, and Japanese, 1997	36
14	Lêvels Offered of Top Six Languages in Secondary Schools with Foreign Language Instruction, 1997	37
15	Do All Your Language Classes Last for the Entire School Year? Elementary Schools, 1997	38
16	Schedule of Language Classes for Elementary Schools that Offer Language Classes for Less than a Year, 1997	39
17	Do All Your Language Classes Last for the Entire School Year? Secondary Schools, 1997	40
18	Schedule of Language Classes for Secondary Schools that Offer Language Classes for Less than a Year, 1997	40
19	Funding Sources for Elementary School Foreign Language Programs, 1997	42

20	Sources of Elementary Foreign Language Curriculum Development, 1997	44
21	Sources of Secondary Foreign Language Curriculum Development, 1997	45
22	Elementary Schools Using Instructional Materials, 1987 and 1997	48
23	Secondary Schools Using Instructional Materials, 1987 and 1997	51
24	Elementary School Teacher Qualifications, 1987 and 1997	57
25	Secondary School Teacher Qualifications, 1987 and 1997	60
26	Elementary Language Teachers Participating in Staff Development or Inservice Training During the Past Year, 1987 and 1997	61
27	Secondary Language Teachers Participating in Staff Development or Inservice Training during the Past Year, 1987 and 1997	62
28	Type of Staff Development or Inservice Teacher Training Attended by Elementary Teachers, 1997	66
29	Type of Staff Development or Inservice Teacher Training Attended by Secondary Teachers, 1997	66
30	Elementary Schools Characterize their Foreign Language Programs, 1997	71
31	Secondary Schools Characterize their Foreign Language Programs, 1997	72
32	Major Problems Confronting Foreign Language Instruction in Elementary and Secondary Schools, 1987	73

LIST OF FIGURES
(Appendix I)

Number	Title
1	Elementary Schools Teaching Foreign Languages (Public Private, Total) (1987 and 1997)
2	Secondary Schools Teaching Foreign Languages (Public, Private, Total) (1987 and 1997)
3	Elementary Schools Not Currently Teaching Foreign Languages but Interested in Offering Them (Public, Private, Total) (1987 and 1997)
4	Secondary Schools Not Currently Teaching Foreign Languages but Interested in Offering Them (Public, Private, Total) (1987 and 1997)
5	Elementary Schools with Foreign Language Programs that Teach Various Foreign Languages (1987 and 1997)
6	Secondary Schools with Foreign Language Programs that Teach Various Foreign Languages (1987 and 1997)
7	Middle Schools/Junior High Schools and High Schools with Foreign Language Programs that Teach Various Exploratory Foreign Languages (1997)
8	Elementary Schools with Foreign Language Programs that Offer Various Program Types (1987 and 1997)
9	Secondary Schools with Foreign Language Programs that Offer Various Program Types (1987 and 1997)
10	Average Minutes Per Week of Instruction in Public Elementary Schools that Teach Spanish, French, German, and Japanese (1997)
11	Elementary Schools with Foreign Language Programs that Teach Foreign Languages during the Regular School Day (Public, Private, Total) (1987 and 1997)
12	Elementary Schools with Foreign Language Programs Reporting Various Funding Sources for Foreign Language Programs (Public, Private, Total) (1997)
13	Elementary Schools with Foreign Language Programs that Have Established Curriculum Guidelines (Public, Private, Total) (1987 and 1997)
14	Secondary Schools with Foreign Language Programs that Have Established Curriculum Guidelines (Public, Private, Total) (1987 and 1997)

LIST OF FIGURES *(continued)*

Number	Title
15	Sources of Curriculum Development for Elementary Schools with Foreign Language Programs (Public, Private, Total) (1997)
16	Sources of Curriculum Development for Elementary Schools with Foreign Language Programs (Public, Private, Total) (1997)
17	Elementary Schools with Foreign Language Programs Using Various Types of Instructional Materials (1997)
18	Secondary Schools with Foreign Language Programs Using Various Types of Instructional Materials (1997)
19	Elementary Schools with Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction from Elementary through Secondary School (1997)
20	Secondary Schools with Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction from Elementary through Secondary School (1997)
21	Number of Foreign Language Teachers at Elementary Schools with Foreign Language Programs (1997)
22	Number of Foreign Language Teachers at Secondary Schools with Foreign Language Programs (1997)
23	Elementary Schools with Foreign Language Programs that Have Native Speaking Foreign Language Teachers (Public, Private, Total) (1987 and 1997)
24	Qualifications of Foreign Language Teachers in Public Elementary Schools with Foreign Language Programs (1997)
25	Secondary Schools with Foreign Language Programs that Have Native Speaking Foreign Language Teachers (Public, Private, Total) (1987 and 1997)
26	Qualifications of Foreign Language Teachers in Public Secondary Schools with Foreign Language Programs (1997)
27	Elementary Schools with Foreign Language Programs that Have Foreign Language Teachers Participating in Inservice Training (Public, Private, Total) (1987 and 1997)
28	Secondary Schools with Foreign Language Programs that Have Foreign Language Teachers Participating in Inservice Training (Public, Private, Total) (1987 and 1997)

LIST OF FIGURES *(continued)*

Number	Title
29	Elementary Schools with Foreign Language Programs that Have Foreign Language Teachers Participating in Various Types of Inservice Training (1997)
30	Secondary Schools with Foreign Language Programs that Have Foreign Language Teachers Participating in Various Types of Inservice Training (1997)
31	Secondary Schools with Foreign Language Programs that Have Foreign Language Teachers Using the Foreign Language in the Classroom Most (75-100%) of the Time (1987 and 1997)
32	Elementary Schools with Foreign Language Programs Using Various Assessments of Students' Language Proficiency (1997)
33	Secondary Schools with Foreign Language Programs Using Various Assessments of Students' Language Proficiency (1997)
34	Elementary and Secondary Schools with Foreign Language Programs that are Aware of the *National Standards for Foreign Language Learning* and or their State's Version of the Standards (1997)
35	Elementary and Secondary Schools with Foreign Language Programs Reporting that their Foreign Language Curriculum Has Changed Due to Awareness of the *National Standards for Foreign Language Learning* and/or their State's Version of the Standards (1997)

Acknowledgements

Many individuals and groups contributed to this survey. The assistance of one person was so important that the survey could not have been completed without her. Our sincerest gratitude goes to Annette Holmes for her patient, competent, and cheerful assistance throughout the survey project.

We are also extremely grateful to Dick Tucker (Carnegie Mellon University), our project advisor, who supported the project by providing valuable advice and suggestions from beginning to end, from the proposal stage to initial survey design to interpretation of the results and review of the final report. A special thanks also goes to Marcia Rosenbusch (National K-12 Foreign Language Resource Center), J. David Edwards (Joint National Committee for Languages), Dorry Kenyon (Center for Applied Linguistics), Mimi Met (Montgomery County, MD, Public Schools), and June Phillips (Weber State University) for reviewing the draft report and providing suggestions on the results. We also wish to thank CAL consultant Jeff Solomon for assisting with the data analysis on two sections.

We wish to thank the staff of Market Facts, Inc. in McLean, Virginia, and Chicago for their help with sampling procedures and statistical analyses, and for their suggestions regarding survey design: Kirsten Black, Jan Hodes, Kent Kroeger, Nicole Iannarelli, and Jackie O'Connell. We are also grateful to Marlene Smith for additional advice regarding the statistical analyses. Our appreciation also goes to the staff at Love A Teacher Gifts for combining our "Languages last a lifetime" slogan with one of their designs to create an incentive gift for all of our survey respondents.

We wish to acknowledge all who initially reviewed the draft survey questionnaires and provided useful suggestions: J. David Edwards, June Phillips, Marcia Rosenbusch, Paul Sandrock (National Council of State Supervisors of Foreign Languages-NCSSFL), Jean Teel (National Association of District Supervisors of Foreign Languages-NADSFL), and Helene Zimmer-Loew (American Association of Teachers of German). Thanks also goes to members of NCSSFL and NADSFL who provided many useful suggestions and ideas at their annual meetings and in response to mailings.

A special thanks goes to the principals, foreign language teachers, and administrators in Prince George's County (MD) Public Schools and Springfield (MA) Public Schools, who piloted the survey instruments in the summer of 1996: Pat Barr-Harrison, Gerald Boarman, Lucille Brindisi, Kathryn Chen, Chris Crekanski, Adriana Dane, Leslie Grahn, Regina Grassetti, Mei-Ju Hwang, Claudette Chagnon Keevan, Bette Lewis, Amanda McAndrew, Yasuko Nainan, Rita Oleksak, Darlene Reese, Kathleen Riordan, Paola Scazzoli, William Tarnowski, and Carroll Zeuli. Thanks also to Peggy Boyles (Putnam City, OK, Schools) for piloting the surveys.

We are extremely grateful to the organizations and projects that provided letters of support for the survey project proposal: American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, American Council on the Teaching of Foreign Languages, Association of Teachers of Japanese, Joint National Committee for Languages, National Association of District Supervisors of Foreign Languages, National Council of State Supervisors of Foreign Languages, Modern Language Association, National K-12 Foreign Language Resource Center, National Network for Early Language Learning, and National Standards in Foreign Language Education Project.

Additionally, our gratitude goes to all the groups and individuals at the national, state, regional, and local level who publicized the survey through newsletters, special mailings, and listserv and conference program announcements.

Many thanks also go to CAL staff who helped make the survey possible by generously donating hours of their time to stuffing and labeling envelopes for the two major survey mailings. A special thanks goes to CAL President Donna Christian who provided guidance throughout the project, to Sonia Kundert who designed the page layout for the questionnaires, to Curtis Lynch who personally metered thousands of mail pieces and helped us transport the surveys to the post office, to Jennifer Locke who helped with follow-up phone calls to respondents for missing information, and to Jeannie Rennie, who will be supervising the production of the publication for the ERIC/CLL Language in Education series.

We also wish to acknowledge the ongoing support of José Martinez, our Project Officer at the U.S. Department of Education, for his encouragement and assistance over the last three years. We also thank Charlene Tucker and Bob Silverman of the evaluation subcommittee of the Council of Chief State School Officers (CCSSO) for their interest and guidance.

Finally, we thank all of the school principals, foreign language chairpersons, and teachers who contributed to this national study by taking time from their busy schedules to complete and return the surveys.

LEB and NCR

A National Survey of Foreign Language Instruction in Elementary and Secondary Schools

I. Introduction and Highlights (Executive Summary)

Foreign language education in the United States is at a unique moment historically. Foreign languages have been recognized as part of the core curriculum in the *Goals 2000: Educate America Act,* and the document on national standards, *Standards for Foreign Language Learning,* was released to the profession in 1996.

The Center for Applied Linguistics (CAL), through funding from the U.S. Department of Education, conducted a survey of elementary and secondary schools during the school year 1996-1997 to gain greater understanding of current patterns and shifts in enrollment, languages and programs offered, curriculum, teaching methodologies, teacher qualifications and training, and reactions to national reform issues. The survey was designed to replicate CAL's 1986-87 survey (Rhodes & Oxford, 1988) in an effort to show trends during the past decade.

The survey was sent to a randomly-selected sample of principals at approximately six percent of all public and private elementary and secondary schools in the United States. This report presents the results of questionnaires completed by principals, foreign language chairpersons, and foreign language teachers at 1,534 elementary schools and 1,650 secondary schools (an overall 56% response rate). The respondents represented public and private schools, ranging from pre-school through grade 12, throughout the 50 states and the District of Columbia. The survey was designed with two purposes in mind: to provide a national portrait of foreign language education at the elementary and secondary levels, and to produce information on foreign language education on a state by state basis. The national results will be presented in this report; the state results are available from CAL. Highlights of the study follow in terms of key national results and conclusions.

A. Key Results

Amount of Foreign Language Instruction in Schools

In the past decade, foreign language instruction in all **elementary** schools nationwide has increased by nearly ten percent. In 1987, just over one in five (22%) elementary schools reported teaching foreign languages; by 1997 the percentage had risen to 31% (almost one in three), a statistically significant increase. This represents over a 40% increase in the percentage of elementary schools offering foreign language instruction.

The percentage of **secondary** schools teaching foreign language remained fairly stable—87% in 1987 and 86% in 1997.

Student Enrollment in Foreign Language Courses*

In 1997, over four million **elementary** school students (out of 27.1 million) in the U.S. were enrolled in foreign language classes. Over two-and-a-half million students were in public schools and one-and-a-half million in private schools. (Comparable data were not collected in 1987.) In the public elementary schools that taught foreign language, approximately half the students were provided foreign language instruction.

At the **junior high/middle** school level, about three million students (out of 8.2 million) were studying foreign languages in 1997. Over seven million **high** school students (out of 13.5 million) were studying foreign languages. Private enrollments represented 12% of the junior high/middle school and high school totals. Those students studying languages represented over half the students in a school (51% at public schools and 78% at private schools).

*Formula for extrapolating these national enrollment estimates is included in footnote 3.

Languages Taught

Spanish and French continue to be the most common languages of instruction in **elementary** schools. The number of schools offering Spanish has increased significantly from 68% of schools in 1987 to 79% in 1997, while French instruction has decreased. Forty-one percent (41%) of the elementary schools offering foreign language instruction taught French in 1987 versus 27% in 1997, a statistically significant decrease. In fact, all other languages remained stable or decreased during the decade except for four—Spanish for Spanish Speakers (up to 8% from 1%), Japanese (up to 3% from 0%), Italian (up to 2% from less than 1%), and Sign Language (up to 2% from less than 1%).

Spanish instruction also increased significantly at the **secondary** level over the past decade—93% of secondary schools with foreign language programs offered Spanish, up from 86% in 1987. French instruction remained fairly stable over this time period (66% of schools in 1987 vs. 64% in 1997). Instruction increased for Spanish for Spanish speakers (up to 9% from 1% in 1987), Japanese (up to 7% from 1%), and Russian (up to 3% from 2%), while all other languages remained fairly stable or decreased in frequency.

Program Types

Among the one-third of **elementary** schools that offered foreign language study, the majority (79%) of them provided programs aimed at various kinds of introductory

exposure to the language, while 21% offered programs having overall proficiency as one of the goals. This means that only 7% of all elementary schools (21% of 31%), an increase from 3% in 1987, offered instruction in which the students were likely to attain a high level of fluency, as recommended in the goals of the national standards.

As in 1987, almost all **secondary** schools in 1997 with foreign language programs offered standard classes that included listening, speaking, reading, writing, and culture. There was a significant increase in the percentage of advanced placement classes offered—16% of secondary schools, up from 12% in 1987. Language classes for native speakers also increased significantly over this time period (from 4% in 1987 to 7% in 1997). These increases show a modest trend to offer more advanced levels of instruction aimed at producing students competent in a second language and culture. However, it is difficult to generalize from the survey data about the overall proficiency goals of the majority of the programs. Because of the limited number of hours per week of instruction (see below) and the small number of schools offering conversation classes (4%) or regular subjects taught in other languages (2%), it is assumed that most of the secondary school programs do not have students attaining a high level of proficiency.

Levels Offered and Hours per Week (Secondary schools only)

Secondary schools usually offered courses ranging from Level 1 to Level 4, reflecting the number of years of instruction, with some schools offering Levels 5 and 6. As in 1987, secondary schools in 1997 with foreign language programs offered a variety of levels of foreign language instruction, and the majority of these classes tended to be taught in a non-intensive manner. The most common length of class-time for almost all of the languages was five hours of instruction per week. At the high school level, 13% of schools offered a variation of year-long classes. At these schools, the most common variation was 80-90 minutes/day for 18 weeks (block scheduling).

Scheduling Classes (Elementary schools only)

As in 1987, the vast majority of elementary schools that had foreign language programs in 1997 taught language classes during the regular school day (92% in 1997 vs. 89% in 1987). More than three-quarters of the elementary schools offered classes for the entire school year. The schools that did not offer classes for the whole year offered classes from two to twenty weeks.

Funding Sources (Elementary schools only)

As was the case a decade ago, the majority of elementary school language programs used regular school funds for salaries, materials, and expenses incurred by teachers.

Curriculum Guidelines

Most of the **elementary** and **secondary** schools teaching foreign language reported having an established foreign language curriculum or set of guidelines for their program (elementary = 70% in 1997 vs. 64% in 1987; secondary = 88% in 1997 vs. 85% in 1987). More high schools than middle school/junior high schools reported that there was an established foreign language curriculum. The curricula at all school levels tended to be developed by the teachers at the school.

Teaching Materials

As in 1987, the three most popular types of materials for teaching foreign language at the **elementary** level were teacher-made materials, audio-visual materials, and commercially published textbooks/workbooks (94%, 94%, and 85% of elementary schools with foreign language programs, respectively). All of these materials were used significantly more frequently at the elementary level than a decade ago. In addition, literature and materials from the target culture were used by about seven in ten elementary schools with a foreign language program in 1997. Computer-based instructional materials were used by a significantly greater percentage of elementary schools in the current survey (41% in 1997 vs. 14% in 1987).

At the **secondary** school level, the three most common instructional materials used by schools with foreign language programs continued to be audiovisual materials (99%), commercially-published textbooks/workbooks (98%), and teacher-made materials (95%). The percentage of secondary schools that used these types of materials increased significantly since 1987. Materials and literature from the target culture were also used quite frequently—92% and 83% respectively, in 1997. Computer-based instructional materials are now used by over half of the secondary schools with foreign language programs (52% in 1997 vs. 20% in 1987), a statistically significant increase.

Sequencing

Sequencing (articulation) of foreign language instruction from elementary to secondary levels is still a major issue facing the schools. Forty-five percent of **elementary** school respondents (up from 39% in 1987), indicated that their districts did not plan an articulated sequence for students who studied foreign language in the elementary school.

They either offered no continuation in the language at all, placed students in exploratory language classes, or placed students in Level I language classes along with students with no prior knowledge of the language.

Although the majority of the **secondary** schools surveyed did not have students who had previously studied languages in elementary school, those that did either placed those students in Level I classes (14% of schools), in classes specifically designed to provide continuity (9%), in exploratory classes (5%), in more advanced classes (4%), or in subject matter classes taught in the language (fewer than 1%).

Teacher Qualifications

The average number of foreign language teachers in both public and private elementary schools with language programs was two. At the secondary school level, the average number of foreign language teachers was three (3 public; 4 private).

Nearly half (46%) of responding **elementary** schools reported that one or more of their foreign language teachers are native speakers of the language being taught (44% public; 48% private). One out of three **secondary** schools (33%) reported that one or more of their foreign language teachers are native speakers of the language being taught (31% public, 44% private; 29% middle/junior high, 39% high school).

As expected, more secondary than elementary school foreign language teachers were appropriately certified. Eighty-two percent of the responding secondary schools said that their foreign language teachers were certified to teach foreign languages at the secondary level, while only 19% of the responding elementary schools reported that their teachers were certified for foreign language teaching at the elementary level. These results reflect the lack of available teacher training and certification programs geared toward the elementary foreign language teacher. In addition, many states do not yet require licensure or endorsement for elementary school foreign language teachers. Due to changes in question format and wording, comparisons could not be made between 1987 and 1997 results for this question.

Use of Foreign Language in the Classroom (Secondary schools only)

Although still a small percentage, there was a slight increase in the percentage of secondary foreign language teachers who speak in the target language most of the time in the classroom. In 1997, over one in five (22%) responding secondary schools reported that language teachers use foreign language in the classroom most of the time (75% to 100%), vs. 18% in 1987. (No statistical tests were conducted over time because of minor differences in question format.)

In-Service Training

Staff development and in-service teacher training has increased significantly over the past decade. In 1997, more than two-thirds (67%) of **elementary** schools that offer foreign language classes reported that their language teachers had participated in staff development or in-service training during the past year compared to only half (53%) in 1987. At the **secondary** level, over three quarters (76%) of schools with foreign language programs reported that their teachers attended staff development or in-service training, a statistically significant increase from 1987 (69%).

Assessment

Respondents from **elementary** and **secondary** schools indicated a wide range of strategies for assessing students' language proficiency. The top three assessments at both levels, in order of those most used, were selected-response tests (multiple choice, matching, etc.), short-answer tests, and student presentations or demonstrations.

After the first three, the following assessment strategies, in order, were most used in **elementary** schools: authentic (performance-based) activities, oral proficiency interviews, translation exercises, student portfolios, student self-assessment, and others. For **secondary** schools, assessment strategies used most often after the first three were translation exercises, authentic activities, oral proficiency interviews, student portfolios, other standard exams, and student self-assessment. (This was the first time this question was asked so there is no comparison data from 1987.)

Standards

Thirty-seven percent (37%) of **elementary** school respondents indicated that teachers in their schools were aware of the national *Standards for Foreign Language Learning (1996)* and/or state standards. Over half of the elementary schools that were aware of standards noted that their schools' foreign language curricula had changed due to an awareness of standards.

More than six out of ten (62%) of **secondary** schools that have foreign language programs indicated that teachers at their schools had an awareness of the national *Standards for Foreign Language Learning* and/or their state's version of the standards. Over half of those respondents indicated that their schools' foreign language curricula had changed because of the standards. High school respondents were more aware of the standards than middle school/junior highs, who in turn were more aware than elementary school respondents.

Major Issues

The most cited problems in foreign language education in **elementary** schools continued to be funding shortages, inadequate in-service training, and inadequate sequencing from elementary into secondary schools. In 1987, the shortage of teachers was considered to be a major problem among respondents. In 1997, the ratio of teachers to students was an area of concern.

Shortage of funds, shortage of teachers, inadequate sequencing, lack of quality materials, poor academic counseling, and inadequate in-service training were all major problems in 1987 for **secondary** schools with foreign language programs. These same issues continued to be areas with which secondary schools cite considerable concern in 1997. In addition, 1997 respondents cited concern with the ratio of teachers to students.

B. Conclusion

The profile of foreign language instruction in the United States revealed by the survey shows that foreign language instruction in elementary schools nationwide has increased by nearly ten percent (representing more than a 40% increase in the percentage of elementary schools offering foreign language instruction), and has stayed relatively stable at the secondary level. At both levels, more than half of the schools not currently teaching languages were interested in doing so in the future.

A number of positive trends, in addition to the increase in percentage of elementary school programs, are evident from the survey results: (1) language classes for native speakers have increased dramatically at both elementary and secondary levels; (2) the teaching of less commonly taught languages has increased at the elementary level for Japanese and at the secondary level for Japanese and Russian; (3) computer-based instructional materials were used by a significantly greater percentage of schools in 1997 than in 1987 (although we have no data on the effectiveness of technology in the language classroom); (4) staff development and in-service training has increased significantly in the past decade in both elementary and secondary schools; (5) slightly more teachers at the secondary level are using the target language most of the time in the classroom; and (6) about half the schools teaching foreign languages said that their teachers were aware of national and/or state language standards; of those, over half the schools changed their curricula due to this awareness.

Despite these positive trends, there is still reason for concern about the limited number of K-12 long-sequence language programs that are designed to educate students linguistically and culturally to communicate successfully in the U.S. and abroad. Well-articulated elementary and secondary programs are still the exception rather than the rule, and intensive instruction that aims at a high level of proficiency, as outlined in the national standards document, is scarce.

II. Background

Foreign language education in the United States is receiving renewed attention at the national, state, and local levels. Foreign languages have been recognized as part of the core curriculum in *Goals 2000: Educate America Act* (1994) and as "crucial to our Nation's economic competitiveness and national security" in the *Improving America's Schools Act* (1994). With this legislation, leading to the development and release of the national *Standards for Foreign Language Learning* in 1996 and to the institution of foreign language requirements and/or mandates in many states, there has been increased interest in tracking the amount and type of foreign language teaching in the U.S. This survey aims to do that, and is based on a similar CAL survey conducted in 1986-1987.

The results of this survey are intended to be used in tandem with results of other available national data on foreign language teaching. Since there is no systematic, centralized data gathering plan at the federal level for foreign language data of this type, various organizations have, to varying degrees, compiled data that can be used to track foreign language enrollments and instruction.

Four surveys that help contribute to the knowledge base are those conducted by the American Council on the Teaching of Foreign Languages (ACTFL), the Modern Language Association (MLA), the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL/NCLIS), and the International Association for the Evaluation of Educational Achievement (IEA).

ACTFL regularly surveys states to gather data on foreign languages. In the fall of 1994, ACTFL, with funding from the U.S. Department of Education, surveyed state officials to gather foreign language enrollment information for secondary schools (grades 7-12), as well as for elementary schools as available. (See Draper & Hicks, 1996.)

From the 48 responding states at the secondary school level, the ACTFL survey found a 4% increase in the total number of public secondary students enrolled in foreign languages from 1990 to 1994 (representing an increase of more than one million students). They also found that Spanish is the most commonly taught language at that level, accounting for 65% of language enrollments, followed by French (22%), German (6%), and Latin (2%). Italian, Japanese, and Russian each represented less than 1% of public

secondary school enrollments. Japanese was the fastest growing language from 1990 to 1994, nearly doubling in enrollments (from 25,123 to 42,290). Enrollments in French, German, and Russian had remained fairly steady over the four year period.

From 24 responding states at the elementary level, ACTFL found that 5% of elementary students in grades K-6 were enrolled in non-exploratory foreign language classes.

MLA regularly surveys U.S. institutions of higher education regarding foreign language enrollments. In the fall of 1995, with funding from the U.S. Department of Education, they surveyed 2,772 two-and four-year colleges and universities, with a 98% overall response rate. (See Brod & Huber, 1997.) Eighty-nine percent (89%) of the respondents reported registrations in at least one language other than English. Although the survey results indicate that foreign language enrollments had decreased slightly (by 4%) from 1990 to 1995, enrollments are still higher in the 1990s than at any time during the last 35 years.

Of the total foreign language registrations in U.S. higher education institutions in 1995, Spanish represented over half of them (53%), followed by French (18%), German (9%), Japanese (4%), Italian (4%), Chinese (2%), Latin (2%), Russian (2%), and other less commonly taught languages (124 languages represented, from Afrikaans to Zulu) (2%). Ancient Greek, Hebrew, Portuguese, and Arabic each represented less than 2% of the total registrations.

From 1990 to 1995, the MLA Survey showed percentage increases in foreign language registrations in several languages: Chinese (36%), Arabic (28%), Spanish (14%), Portuguese (5%), and Hebrew (1%). There was also a substantial increase (42%) in enrollments in other less commonly taught languages, with American Sign Language, Korean, Vietnamese, and Hawaiian accounting for most of the increase. In contrast, there were substantial percentage decreases in enrollments in the following languages from 1990 to 1995: Russian enrollments had decreased by 45%, as well as German (28%), French (25%), Italian (12%), and Latin (8%). There were smaller decreases (2% and 1% respectively) in Japanese and Ancient Greek.

In 1996-1997, JNCL/NCLIS surveyed state foreign language association presidents and state foreign language supervisors regarding issues affecting foreign

language teachers. (See Lucke, 1997.) Forty out of fifty states responded. They found that most states are affected by teacher shortages, which are thought to be caused in part by increasing student enrollments in foreign languages at all school levels. Despite higher enrollments, few schools (regardless of level) have foreign language requirements. The largest teacher shortages are in Spanish and Japanese, followed by French, German, Chinese, Arabic, Italian, and Korean. They also found that teacher shortages have led to the hiring of non-certified teachers in some districts and have made emergency certification procedures common.

Regarding teacher training and professional development, the JNCL survey found that the majority of all foreign language teachers are certified. Of those that were not, half were emergency-certified and the other half were not certified at all.

A recent Language Education Study conducted by the International Association for the Evaluation of Educational Achievement (IEA) compared language teaching and policy data collected in 25 countries around the world. (See Dickson & Cumming, Eds., 1996.)

Looking at the starting age of instruction and the total number of years spent in instruction for the four most commonly taught languages (English, French, German, and Spanish), the study found that, in general, students in almost all other countries surveyed begin foreign language instruction earlier and continue it for a longer sequence than do students in the United States. Results show that most U.S. students begin studying French, German, or Spanish at age 14 and continue for a maximum of four years. All except two of the 25 countries surveyed (England and the U.S.) report that a considerable percentage of their student population is learning English as a foreign language, followed by French (16 countries) and German (14 countries). English was being taught as early as age six in some countries, and the other languages as early as age eight. Most of the countries were offering these languages for a long sequence (5 to 13 years).

In contrast to the United States, where Spanish has become the most commonly taught foreign language at all school levels, Spanish is accorded less importance by the other participating countries. Only five countries (including the U.S.) were teaching Spanish as a foreign language to a large student population, beginning at a later age than for other languages and continuing for a shorter sequence of instruction.

The above surveys and findings, along with the results of the previous 1987 CAL survey of elementary and secondary school foreign language instruction (Rhodes & Oxford, 1988), were taken into account when revising the questions for the 1997 survey. The National K-12 Foreign Language Survey results, by providing comparison data from 1987-1997 on foreign language instruction in U.S. elementary and secondary schools and new data on foreign language enrollments, assessment, and reform efforts, should complement and enhance the field's currently existing base of knowledge regarding foreign language instruction and enrollments.

III. Key Questions

This survey was conducted to assess the status of foreign language teaching in our elementary and secondary schools. The questions address current needs of foreign language educators and fall into the following five areas: amount of foreign language instruction, foreign language offerings, foreign language curriculum, teacher qualifications and training, and major issues in the field.

The questions duplicated the 1987 survey questions with three additions. First, in response to suggestions from educators, policymakers, and the media, data was gathered on specific numbers of students enrolled in language classes instead of just percentages of students enrolled. Second, a question was added concerning classroom assessment measures. Accountability for student progress has become a major issue in all areas of education, and in language programs in particular, so it became important to collect data on measures used to assess overall student proficiency. Third, a question was included concerning the school's or school district's response to foreign language educational reform, most notably national and state language standards. One question from the 1987 survey was deleted from both elementary and secondary surveys because reviewers felt that the resulting information was not specific enough. The question was "In which of the following activities do some of your students participate?" with selected options listed.

The 17 research questions in the key areas are as follows (see Appendices A and B for elementary and secondary questionnaires):

A. Amount of Foreign Language Instruction

1. Do the schools have foreign language instruction?
2. If schools do not currently have foreign language instruction, would they be interested in starting a program?

*3. How many students are enrolled in foreign language classes (by language)?

B. Foreign Language Offerings

4. What languages are taught?
5. What types of programs are most common?
6. What levels are offered for each language and how many hours per week do the classes meet?

7. When are the classes taught (during school day or before/after)? (Elementary schools only)

8. What is the funding source for the classes? (Elementary schools only)

C. Foreign Language Curriculum

9. Is there an established foreign language curriculum?

10. What type of instructional materials are used?

11. How much is the foreign language used in the classroom? (Secondary schools only)

*12. How are students' language abilities assessed?

13. What type of sequencing, if any, is planned for the continuation of language study from elementary through secondary school?

D. Teacher Qualifications and Training

14. What are the qualifications of the teachers?

15. Did teachers participate in in-service training or staff development last year? If so, in what kind?

E. Major Issues

16. What are the major issues facing the foreign language education field?

*17. How has your school or district responded to foreign language educational reform (national and state standards)?

---

*Questions are new or revised for this survey.

IV. Methodology

This section provides an overview of the methods used in the survey, including questionnaire development, sampling and weighting procedures, data collection and analysis. A demographic profile of the schools that participated in the survey is also provided.

A. Questionnaire Development

Two similar questionnaires were developed for elementary and secondary schools with variations in item wording to reflect the two different levels of instruction (See Appendices A and B). Whenever possible, individual survey items on the questionnaires were worded identically to those used in the 1987 foreign language survey in order to enhance the likelihood of comparable results. Some items were changed, however, based on suggestions from foreign language specialists and members of key organizations who reviewed drafts of the surveys, in order to collect more accurate and meaningful data. Reviewers represented the American Associations of Teachers of German (AATG), American Council on the Teaching of Foreign Languages (ACTFL), Joint National Committee for Languages (JNCL), Modern Language Association (MLA), National Association of District Supervisors of Foreign Languages (NADSFL), National Council of State Supervisors of Foreign Languages (NCSSFL), National K-12 Foreign Language Resource Center at Iowa State University, National Standards in Foreign Language Education Project, and National Network for Early Language Learning (NNELL). In addition, at the suggestion of the profession, three new questions were added and a question that did not result in useful responses in 1987 was deleted.

Content validity of the survey items was assured through several survey reviews, including a formal clinical trial in June 1996, involving elementary and secondary principals, experienced teachers, and district foreign language coordinators. These pretests of the questionnaires ensured the clarity, appropriateness and utility of each item.

The instruments were printed on a four-page folder using a Macintosh laser printer. The questionnaires were professionally-designed for ease of response, with wide margins, easy-to-read type, and space for computer coding. For the most part, close-ended questions (with pre-coded response options) were used, as in the previous survey, although space was provided for open-ended comments in some cases.

B. Sampling and Weighting Procedures

Respondent Selection. The schools in the sample were selected through a stratified random sample from a list of public and private U.S. elementary and secondary schools provided by Market Data Retrieval, an educational database firm. A total of 68,286 schools were in the elementary school sampling frame and 33,822 schools in the secondary school sampling frame. A sample of 2,932 elementary schools (4%) and 2,801 secondary schools (8%) were selected to participate in the 1997 foreign language survey.

Sample Stratification. The strata included school level (elementary, middle/junior high school, high school, combined), school type (public/private), metro status (rural, suburban, urban), and school size (small, medium, large and largest [for secondary schools only]). Market Data Retrieval selected the sample based on the specifications described below and provided pressure-sensitive labels, addressed to the principal by name, at each school. The labels were coded by the stratification variables.

The main purpose of the survey was to obtain national estimates for elementary and secondary schools; a secondary goal was to produce state-level estimates. According to survey designers and sampling experts, it is a challenge to design a sampling plan that will produce results with high reliability at both national and state levels. Needless to say, because there was a strong desire from the profession to obtain estimates at both levels, the survey design team developed the following procedures to assure that both types of data would be obtained. The procedures were altered slightly from a decade ago in an attempt to obtain more accurate results.

Each sample frame was sorted by state. A simple random sample was drawn to select approximately 60 schools per state (e.g., 58 elementary schools were selected in Alabama, 55 in Alaska, etc. See Appendix C for exact number of schools selected in each state). The mail-out figure of 60 schools per state within each school level was selected so that all inferences at the state level by school type would have a margin of error of +/- 15% at the 90% confidence level (assuming at least a 50% response rate). Smaller mail-out sizes were sufficient in some smaller states to obtain the same estimate precision after taking into account the small number of schools in the strata and the finite population correction factor.

For the national estimates, the statistical precision of the results was greater. Using the 95% confidence level, the margin of error was +/- 3.60% at the elementary level and +/- 3.06% at the secondary level.

Weighting for National Estimates. The sampling procedure described above selected a disproportionate number of schools in smaller states. In order to be able to describe the population of elementary schools and secondary schools at the national level, the data needed to be weighted. The data were weighted in order to reflect the actual distribution within each state and across the country. The formula used for this weighting procedure is the following:

$$\frac{\text{Target Population \%}}{\text{Sample Population \%}}$$

The target population percentage in this case was the stratification variable "state." A different weight was attached to each respondent, depending on their state. For example, California elementary schools represented .012386 of the questionnaire returns among all elementary schools. However, in the U.S. population of elementary schools, California accounts for .104964 of elementary schools. Therefore, using the formula above, the sample weight for all California elementary schools was calculated to be 8.474439, as follows:

$$.104964 / .012386 = 8.4744.$$

Adjustment of Simple Random Sample Standard Errors. The 1997 sample design calls for weights to adjust for disproportionate sampling of schools within states. The weights are a component of the data's variability. Design effect, or DEFT, is the effect on variance due to disproportionate sampling. In 1997, weights were constructed to account for state stratification. The DEFTs for 1997 are provided in Table 1. The DEFTs for 1987 are separated by school type, because the 1987 sample plan stratified by school type (private/public) in addition to state. The standard error is computed as the standard error under a simple random sample multiplied by its DEFT. For example, if the simple random sample standard error for a given response from elementary schools is 1%, the adjusted standard error is (1%)(1.53) = 1.53.

Table 1. Design Effect Weightings (DEFT)

Year	Type of Estimate	Elementary Sample	Secondary Sample
1987	Overall	1.45	1.27
	Public	1.32	1.24
	Private	1.40	1.22
1997	Overall	1.53	1.32

Limitations of National and State Level Estimates. The survey design and response rate ensured reliable estimates at the national level, though there are always limitations that need to be addressed. In this case, factors that may have affected the results include a possible non-response bias (the chance that schools that did not teach foreign language were less likely to respond to the survey), and possible changes that might have occurred in the population since the sample was taken. A notable limitation of state level estimates was that they were based on very small samples. For most states, the sample size was too small to produce sample estimates with acceptable reliability (sampling error). Since the survey design was not meant to provide highly accurate state-by-states results, the best use of the survey data is the national estimates. The aggregate results are much more accurate than the state estimates.

C. Data Collection Procedures

The elementary and secondary school foreign language survey was conducted by the Center for Applied Linguistics (CAL) from October 1996 to January 1997. This time frame parallels that of the 1987 survey, which was conducted during the 1986-87 school year. Questionnaires were sent to 2,932 elementary schools and 2,801 secondary schools. Questionnaires were completed by school principals, foreign language chairpersons, and language teachers in 1,534 elementary schools and 1,650 secondary schools, resulting in overall response rates of 52.3% for elementary schools and 58.9% for secondary schools. (See Table 2.) The respondents represented public and private schools, ranging from pre-school through grade 12, throughout the 50 states of the U.S. and the District of Columbia.

Table 2. Return Rate on Questionnaires

Stage	Elementary Questionnaire	Secondary Questionnaire	Total
Initial Mailing	2,932	2,801	5,733
Returned unopened or not reachable	5	5	10
Questionnaires received too late to use	3	2	5
Duplicate questionnaires received	30	29	59
First return	1,058 (36.1%)	1,209 (43.2%)	2,267 (39.5%)
Second return (reminder)	1,501 (51%)	1,608 (57.4%)	3,109 (54.2%)
Total return (including phone follow-up)	1,534 (52.3%)	1,650 (58.9%)	3,184 (55.5%)

Each selected school principal was mailed an advance letter on October 1, 1996 (see Appendix D), explaining the significance of the survey that they would soon be receiving. The questionnaires were mailed the next week with a cover letter (see Appendix E) restating the purpose of the survey, accompanied by a small incentive to respond (a colorful magnet with multi-cultural children holding up a sign that says "Languages Last a Lifetime!" (see cover page). A postage-paid envelope was included for their response. The principal, foreign language chairperson, or language teacher was asked to respond within three weeks. Any school that had not returned the questionnaire within that time was mailed a second questionnaire on November 6, 1996. Those who still had not responded three weeks after the second mailing were put on a list to receive a telephone follow-up call. CAL staff contacted approximately 75 schools that had not returned the survey and were able to get the responses over the telephone or send additional copies of the survey for completion.

D. Data Analysis Procedures

The Center for Applied Linguistics (CAL) and Market Facts, Inc., a national survey research firm of McLean, Virginia, and Chicago, Illinois, conducted the data processing and analysis of the study. CAL staff edited each returned survey for consistency and response errors (including non-response), and contacted 400 schools by telephone for missing information or clarification. Market Facts conducted the data entry and data processing. Data tabulations were produced using Quantum, a computer tabulation software program.

Data from 1987 and 1997 surveys were analyzed for significant increases or decreases over time. Tests for statistical significance, often referred to as a t-test for means and proportions, were conducted by Market Facts, Inc. Tests were calculated using the weighted data with a p value of $< .05$. The formula for tests of significance took into account the Design Effect, or DEFT, which is the effect on variance due to disproportionate sampling. (See Appendix F for formula used to calculate statistical significance for differences in proportions.)

E. Demographic Profile of Sample

As in 1987, the **elementary** schools that responded to the 1997 study included schools with a range of grade combinations from pre-school through grade 8. (For this survey, those schools that began with pre-school were combined with the schools that began with kindergarten to be coded as "kindergarten"). Thirty percent of the schools included grades from kindergarten or first grade through grade 5; 27% included kindergarten or first grade through grade 8; 26% percent included kindergarten or first grade through grade 6; 13% included kindergarten or first grade through grade 3; 2% included only grades 4 through 6, and 1% included grade combinations which fell outside of the above categories. See Table 3 for the full list of type of elementary schools responding to the studies by year.

The average elementary school responding to the survey in 1997 had 406 students enrolled. In 1987, the average number of students enrolled in elementary schools responding to the survey was only slightly lower at 394. The questionnaires in both 1987 and 1997 listed categories with an enrollment range for respondents to check. Mean

numbers were computed based on the midpoint of each category. (Note: The questionnaire categories for number of students changed somewhat between 1987 and 1997).

Table 3. Elementary School Grade Levels

Grade Level	1987 %	1997 %
K/1 - 3	5	13
K/1 - 5	18	30
K/1 - 6	29	26
K/1 - 8	20	27
4 - 6		2
Other*	29	1

Note: Based on weighted data; totals may add up to more or less than 100% because of rounding.
*"Other" grade levels for 1987 included any responses greater than K/1-8, "combined schools," and other combinations not included above (such as pre-school through grade 3, grades 1-4, etc.). For 1997, the responses greater than K/1-8 and "combined schools" were included in the K/1-8 category.

As in 1987, **secondary** schools that responded to the study varied in terms of grade levels included in their school. Over forty percent (42%) included grades 9 through 12, 24% included grades 5 through 8; 12% included grades 7 through 12; 8% included grades 7 through 8; 6% includes grades K through 12; 4% included grades 10 through 12; 3% included grades 7 through 9; 1% included grades 5 through 7; and 1% included "other" categories not listed. "Other" included a mixture of grades 9-10, 5-12, 3-11, 11 only, 6 only, 9 only, 12 only, and ungraded. See Table 4 for the full list of types of secondary schools responding to the studies by year.

In 1997, the average secondary school responding to the survey had 716 students enrolled. In 1987, the average number of students enrolled in responding secondary schools was somewhat lower at 671. (Note: The questionnaire categories for number of students changed somewhat between 1987 and 1997).

Table 4. Secondary School Grade Levels

Grade Level	1987 %	1997 %
5 - 7		1
5 - 8		24
7 - 8	10	8
7 - 9	6	3
7 -12	13	12
9 - 12	41	42
10 - 12	6	4
K - 12		6
Other*	23	1

Note: Based on weighted data; totals may add up to more or less than 100% because of rounding.
*"Other" grade levels for 1987 included grades 5-7, 5-8, 8-9, and other "combined" schools, including K-12; note that in 1997 grades 5-7, 5-8, and K-12 were assigned to separate categories.

BEST COPY AVAILABLE

Tables 5 and 6 contain other demographic characteristics of the 1987 and 1997 responding samples, including the number of public and private schools, as well as the number of rural, suburban, and urban schools in total, and by school type.

Table 5. Demographic Profile of Responding **Elementary** Schools

Metro Status			School Type		Public School			Private School			Total
Rural	Sub.	Urb.	Pub.	Priv.	Rural	Sub.	Urb.	Rural	Sub.	Urb.	
1987											
617	373	359	940	470	473	241	192	144	132	167	1416
1997											
810	309	399	1188	342	692	227	257	115	82	141	1534

Note: Table includes unweighted numbers

Table 6. Demographic Profile of Responding **Secondary** Schools

Metro Status			School Type		Public School			Private School			Total
Rural	Sub.	Urb.	Pub.	Priv.	Rural	Sub.	Urb.	Rural	Sub.	Urb.	
1987											
647	342	291	1033	306	549	267	180	98	75	111	1349
1997											
965	347	323	1430	215	873	298	246	89	48	76	1650

Note: Table includes unweighted numbers

BEST COPY AVAILABLE

V. RESULTS

Whether Schools Teach Foreign Languages

Elementary Schools

In the past decade, the incidence of foreign language instruction in elementary schools nationwide increased by nearly ten percent. (See Figure 1.) In 1987, just over one in five (22%) elementary schools reported teaching foreign languages; by 1997 the percentage had risen to almost one in three (31%), a statistically significant increase. This represents over a 40% increase in the percentage of elementary schools offering foreign language instruction.

As was true in 1987, foreign language instruction is still more common in private elementary schools than public elementary schools in 1997. However, the inclusion of foreign language instruction in the school curriculum has increased significantly in both private and public elementary schools over the past 10 years. In 1997, 24% of public elementary schools report teaching foreign language, compared to 17% in 1987, a statistically significant increase. Private elementary schools have experienced an even greater increase—53% of private schools in 1997 teach foreign languages compared to only 34% in 1987.

The amount of foreign language instruction varied according to location of the elementary schools. In both public and private schools, more foreign language instruction took place in suburban schools. In public schools, 27% of the suburban schools teach foreign languages, 25% of the urban schools, and 22% of the rural schools. Similarly for the private schools, 65% of the suburban schools teach foreign languages, 53% of the urban schools, and 41% of the rural schools. There was almost no variation in amount of instruction according to the size of the school.

The amount of language instruction in elementary schools did vary across geographical regions. The regional results were compiled by foreign language conference regions[1] in order to assist the profession in planning regional initiatives. Ranging from highest to lowest, the regions and percentages of school teaching languages in each region are as follows: Southern Conference on Language Teaching (SCOLT) (39%), Northeast Conference on the Teaching of Foreign Languages (NEC) (38.5%), Southwest Conference on Language Teaching (SWCOLT) (37%), Central States Conference on the Teaching of Foreign Languages (CSC) (25%), and the Pacific Northwest Council for Languages (PNCFL) (23.5%).

Secondary Schools

In contrast to the increase in language instruction in elementary schools during this period, the percentage of secondary schools teaching foreign language remained fairly stable—87% in 1987 and 86% in 1997. (See Figure 2.) At the secondary school level, there were no statistically significant differences between 1987 and 1997 in the frequency of foreign language instruction at either public (86% vs. 85%) or private schools (93% vs. 92%).

When separated by type of school, three-quarters (75%) of the middle school/junior high schools teach foreign languages (up from 72% in 1987); 90% of the senior high schools (down from 95% in 1987); and 96% of the combined schools (up from 87% in 1987).[2]

The amount of foreign language instruction varied according to location of the secondary schools. In both public and private schools, more foreign language instruction was taking place in suburban schools. For public schools, 88% of the suburban schools teach foreign languages, 85% of the rural schools, and 81% of the urban schools. For the private schools, 96% of the suburban schools teach foreign languages, 91% of the urban schools, and 87% of the rural schools. Of note, there was a direct correlation between school size and amount of foreign language instruction. The largest schools (1,400 or more students) more frequently offered foreign language than large schools (1,000-1,399 students), medium-sized schools (400-999 students), or small schools (< 400 students) (97% largest; 94% large; 88% medium; 77% small).

The amount of language instruction in secondary schools also varied across geographical regions (delineated by foreign language conference regions). Ranging from highest to lowest, the regions and percentages of schools teaching languages in each region are as follows: Northeast Conference on the Teaching of Foreign Languages (NEC) (94%), Southern Conference on Language Teaching (SCOLT) (88%), Southwest Conference on Language Teaching (SWCOLT) (87%), Central States Conference on the Teaching of Foreign Languages (CSC) (86%), and the Pacific Northwest Council for Languages (PNCFL) (72%).

Interest in Offering Foreign Language Instruction

Of those elementary schools surveyed that did not teach foreign languages, 54% reported that they would be interested in starting foreign language instruction at their

school. This was a 4% increase from ten years ago. This increased interest was evident both in public schools (52% up from 48% ten years ago) and private schools (61% up from 55% ten years ago). (See Figure 3.)

At the secondary school level, as shown in Figure 4, 68% of the schools not currently teaching foreign languages said they would like to have such instruction in their schools (a 1% decrease from a decade ago). There were, however, differences between school levels—there was more interest in middle school/junior high than high school. As ten years ago, middle school/junior highs that did not teach foreign language reported a strong desire to teach foreign languages (77% in 1997; 76% in 1987). In contrast, only 50% of the high schools not currently teaching foreign languages said that they were interested in offering language instruction, although this was an increase from 39% ten years ago. There was a 2% decrease in overall public secondary school interest to 68% and a 5% increase in private school interest to 72%.

Student Enrollment in Foreign Language Classes

In 1997, over four million elementary school students[3] (out of 27.1 million) were enrolled in foreign language classes across the country. Over two-and-a-half million students were in public schools and one-and-a-half million in private schools. (Comparable data were not collected in 1987.) As in the past decade, those schools that taught languages did not necessarily offer it to all students in the school. In the public elementary schools that taught foreign language, approximately half the students were provided foreign language instruction. In the private elementary schools that taught foreign language, about three-quarters of the students were provided foreign language instruction.

At the secondary school level, nearly twelve million students were studying foreign languages in 1997. At the middle school/junior high level, about three million students (out of 8.2 million) were studying foreign languages. Over seven million high school students (out of 13.5 million) were studying foreign languages. In addition, there were about one-and-a-half million students studying foreign language in "combined" schools. Private enrollments represented 12% of the middle school/junior high and high school totals. Those students studying languages represented over half the students in a school (51% at public schools and 78% at private schools).

Languages Taught

Elementary Schools

Spanish and French continue to be the most common languages offered in elementary schools. Spanish has become increasingly popular. In 1987, 68% of the elementary schools teaching a language reported teaching Spanish. This increased to 79% in 1997, a statistically significant increase. In contrast, French instruction has become less common—41% of the elementary schools offering foreign language instruction taught French in 1987 versus 27% in 1997, a statistically significant decrease. In fact, all other languages listed in Table 7 remained stable or decreased during the 10 year period except for four—Spanish for Spanish Speakers (8%), Japanese (3%), Italian (2%), and Sign Language (2%).

The following languages are taught by five percent or fewer of the elementary schools that offer foreign language instruction: German (5%), Japanese (3%), Latin (3%), Hebrew (2%), Italian (2%), Sign Language (2%), Native American Languages (1%), Russian (1%), and Greek (1%). Latin instruction has decreased from 12% to 3% of the schools that teach foreign language, a statistically significant decrease. (See Figure 5.) Japanese instruction is a notable exception to the decreasing trend. In 1987, there were no elementary schools that reported teaching Japanese; in 1997, 3% of elementary schools with a foreign language program reported teaching Japanese— a statistically significant increase.

In addition, Spanish for Spanish speakers was taught in 1997 by 8% of the schools teaching languages while only taught by 1% in 1987, a statistically significant increase. This increase may be due to the increasing numbers of native Spanish speakers in the schools and the heightened awareness in schools of the importance of helping children maintain their bilingualism by offering instruction in their mother tongue. (It should be noted, however, that Spanish for Spanish Speakers was listed on the questionnaire in 1997, whereas in 1987 respondents had to write in this category under "other." This questionnaire change may account for the some of the increase over this time period.) Other languages where small increases were evident were Italian and Sign Language, where instruction increased from less than 1% to 2% in the last decade.

Other language classes offered by fewer than one percent of the schools teaching languages include Chinese, Chinese for Chinese speakers, "Learning about Languages," Hawaiian, Cherokee for Cherokee speakers, French for French speakers, Russian for

Russian speakers, Yagui, Kutenai, Tewa for Tewa speakers, Arabic, Dutch, Filipino, Micronesian, Polish, Swedish, and Korean for Korean speakers.

Table 7. Languages Taught in Elementary Schools, 1987 and 1997
(in percentages)

LANGUAGE	1987 Total	1997 Total	1997 Public	1997 Private
Spanish	68	79	80	77
French	41	27	27	27
German	10	5	7	2
Japanese		3	2	6
Latin	12	3	1	6
Hebrew	6	2	-	4
Italian		2	1	3
Sign Language	<1	2	3	1
Native American Languages*	1	1	1	-
Russian	2	1	1	-
Greek	1	1	-	1
Chinese	3	.3	1	-
"Learning about languages"		.3	1	-
Hawaiian		.2	.3	-
Yagui		.1	.2	-
Kutenai		.1	.1	-
Arabic		<.1	-	.1
Dutch		<.1	-	.1
Filipino		<.1	.1	-
Micronesian		<.1	.1	-
Polish		<.1	-	.1
Swedish		<.1	-	.1

LANG's for NATIVE SPKRS	1987 Total	1997 Total	1997 Public	1997 Private
Spanish for Spanish speakers	1	8	13	3
Chinese for Chinese speakers		.3	1	-
Cherokee for Cherokee spkrs.		.2	.3	-
French for French speakers		.2	.3	-
Russian for Russian speakers		.2	.3	-
Tewa for Tewa speakers		.1	.2	-
Korean for Korean speakers		<.1	-	.1

Note: Totals add up to more than 100% because respondents could check more than one language.
*Native American Languages listed by respondents included Arapaho, Athabascan, Cherokee, Hidatsa, Navajo, Seminole, and an unspecified "American Indian language."

There was little difference in the amount of a specific language offered in public elementary schools compared to private elementary schools, except for six languages: German, Spanish for Spanish speakers, Hebrew, Japanese, Latin, and Greek. German and Spanish for Spanish speakers were more commonly taught in public elementary

schools, while Hebrew, Japanese, Latin, and Greek were more commonly taught in private elementary schools.

On a regional basis, Spanish was taught in approximately three quarters or more of the schools in all five language conference regions. (See Table 8.) French is taught most frequently in the NEC, SCOLT, and CSC regions; Spanish for Spanish speakers is taught most frequently in SWCOLT and PNCFL regions; German is taught most in the CSC region; Japanese in the PNCFL region; and Latin in SCOLT, NEC, and CSC regions.

Table 8. Elementary Schools in Language Conference Regions Teaching Top Six Languages, 1997 (in percentages)

Language	Foreign Language Conference Regions				
	NEC	SCOLT	SWCOLT	CSC	PNCFL
Spanish	77	74	95	72	89
French	39	35	5	31	6
Spanish for Spanish Speakers	4	9	19	4	15
German	1	2	3	10	5
Japanese	1	1	1	2	18
Latin	4	6	1	3	.4

Note: Totals for each region add up to more than 100% because respondents could check more than one language.

Secondary Schools

Spanish instruction also increased significantly at the secondary school level—from 86% of secondary schools with foreign language programs in 1987 to 93% in 1997. (See Table 9 and Figure 6). Unlike at the elementary level, however, French instruction remained fairly stable over this time period (66% of schools in 1987 and 64% in 1997). With the exception of Spanish for Spanish speakers, Japanese, and Russian, all other languages at the secondary level followed the same trend as at the elementary level, remaining fairly stable or decreasing in frequency. Spanish for Spanish speakers instruction (up to 9% from 1% in 1987), Japanese instruction (up to 7% from 1%) and Russian instruction (up to 3% from 2%) all increased significantly between 1987 and 1997 at the secondary school level. The teaching of Hebrew decreased significantly, from 2% of the schools that teach foreign languages to .2%.

After Spanish and French, the most commonly taught languages in 1997 were German (24%), Latin (20%), Spanish for Spanish speakers (9%), and Japanese (7%). Taught by 3% or fewer of the schools that offer foreign language were Italian (3%), Russian (3%), Sign Language (2%), Chinese (1%), and Greek (1%). Taught by fewer

than 1% of the schools were Hebrew, Finnish, Portuguese, Tlingit, Native American Languages (Navajo, Ojibwa, Shoshone, Ute), Hawaiian, Esperanto, Sanskrit, and Arabic.

Table 9. Languages Taught in Secondary Schools, 1987 and 1997 (in percentages)

	1987	1997			1997		
Language	**Total**	**Total**	**Public**	**Private**	**M.S.**	**High**	**Comb**
Spanish	86	93	92	100	83	99	93
French	66	64	62	71	50	77	52
German	28	24	25	19	10	35	20
Latin	20	20	16	41	6	28	16
Japanese	1	7	7	11	3	11	5
Italian	3	3	3	3	2	4	1
Russian	2	3	3	3	1	5	2
Sign Language	1	2	2	4	.4	3	2
Chinese	<1	1	1	1	.1	2	-
Greek	1	1	-	3	-	1	-
Hebrew	2	.2	.2	1	-	.2	1
Finnish		.2	.2	-	-	-	1
Portuguese	<1	.1	.1	.2	-	.2	.2
Tlingit		.1	.1	-	-	.1	.3
Native American Langs.**	<1	.1	.1	-	.1	-	1
Hawaiian	<1	.1	.1	.1	-	.1	.3
Esperanto		.1	-	-	-	-	-
Sanskrit		.1	-	-	-	-	-
Arabic		-	-	-	-	.1	-
Lang's for Native Spkrs							
Spanish for Span. Speakers	<1	9	10	5	10	10	3
Chinese		.4	1	-	.2	1	-
French		.2	.3	-	.3	.3	-
Polish		.2	.2	-	-	.4	-
Navajo		.1	.1	-	.3	-	-
French Creole		.1	-	-	-	-	-
German		.1	-	-	-	-	-
Hawaiian		.1	-	-	-	-	-
Hebrew		.1	-	-	-	-	-
Japanese		.1	-	-	-	-	-
Yupik		.1	-	-	-	-	-
Vietnamese		.1	-	-	-	-	-
Exploratory Programs							
Spanish		20	21	13	45	3	21
French		13	14	8	30	2	14
German		5	6	1	11	1	7
General Exploratory+		2	2	3	3	2	2
Japanese		2	2	.1	4	.4	1
Latin		2	2	2	5	.3	2
Russian		.4	.4	-	1	-	-
Hispanic Heritage		.2	.3	-	-	1	-
Arabic		.1	.1	-	.2	-	-
Ojibwa		.1	.1	-	-	-	.4
Portuguese		.1	.1	-	.3	-	-
Sign Language		.1	.1	-	.1	.2	-
Chinese		.1	-	-	-	-	-
Swahili		.1	-	-	-	-	-
Hawaiian		-	-	-	-	-	.1
Italian		-	-	-	.1	-	-

Note: Totals add up to more than 100% because respondents could check more than one language.

**Native American Languages listed by respondents included Navajo, Ojibwa, Shoshone, and Ute.

+The General Exploratory category includes such offerings as Introduction to Language(s), Exploratory Language, Asia Studies, World Language(s), Exploring (New) Languages, Linguistics, Foreign Language Experience (FLEX), English Grammar, 9-week Generalized [Language Instruction], Awareness of Language, and various combinations of languages.

BEST COPY AVAILABLE

Four of the top six most commonly-taught languages in secondary schools (Spanish, French, German, Latin, Spanish for Spanish Speakers, and Japanese) were taught more frequently in private than public schools. German and Spanish for Spanish speakers were the exceptions. German was taught more frequently in public schools (25% vs. 19% of private schools) as was Spanish for Spanish speakers (taught in 10% of public vs. 5% of private secondary schools).

Offering language instruction in secondary schools to native speakers of languages has become increasingly common. Spanish is most commonly taught (at 9% of schools), while other languages—Chinese, French, Polish, Navajo, French Creole, German, Hawaiian, Hebrew, Japanese, Yupik, and Vietnamese—are taught to native speakers at fewer than 1% of the schools. (See Table 9.)

Programs intended to expose students to a variety of languages and to prepare them for future language study, often called exploratory language classes, were more prevalent in middle schools/junior highs than in high schools. (See Figure 7.) Forty-five (45) percent of the middle school/junior highs offered Spanish exploratory classes, 31% offered French, 11% German, 5% Latin, and 4% Japanese. A general exploratory class was taught at 3% of the middle school/junior highs. Other languages offered in exploratory programs by 1% or fewer schools included Russian, "Hispanic Heritage," Arabic, Ojibwa, Portuguese, Sign Language, Chinese, Swahili, Hawaiian, and Italian. At the high school level, 3% or fewer of the schools offered exploratory classes in any language.

On a regional basis, Spanish (non-exploratory) is taught in about 90% or more of the secondary schools in all five regions. (See Table 10.) French is taught most frequently in the NEC, SCOLT, and CSC regions; German is taught most frequently in the CSC, SWCOLT, and NEC regions; Latin is taught mainly in the NEC and SCOLT regions; Spanish for Spanish speakers is taught most frequently in SWCOLT and PNCFL regions; and Japanese is taught primarily in the PNCFL region.

Table 10. Secondary Schools in Language Conference Regions Teaching Top Six Languages, 1997 (in percentages)

Language	Foreign Language Conference Regions				
	NEC	SCOLT	SWCOLT	CSC	PNCFL
Spanish	100	89	94	91	95
French	93	66	45	59	47
German	27	14	29	30	15
Latin	36	24	12	14	12
Spanish for Spanish Speakers	6	6	20	4	20
Japanese	5	5	6	5	23

Note: Totals for each region add up to more than 100% because respondents could check more than one language.

Program Types

Elementary Schools

In 1987, of all the types of foreign language programs in elementary schools, almost half (45%) were FLES programs, short for "foreign language in the elementary school." Four out of ten (41%) of the program types were FLEX programs, short for "foreign language experience/exploratory." In 1997, the proportion of program types was nearly reversed. Almost half of program types (45%) were FLEX programs and one third (34%) were FLES programs. (See Figure 8.) The actual number of program types per school increased during this period. The change in proportions of program types over time could be due to several factors, including (1) new programs choosing the FLEX model, and (2) existing programs changing their format from FLES to FLEX. Possible reasons for this trend toward offering more exploratory programs will be presented in the discussion section.

Immersion programs increased from 2% of the programs in 1987 to 8% of the programs in 1997, while intensive FLES programs stayed at about the same level (12% in 1987 and 13% in 1997). (See Table 11 below for definitions of program types included with the survey.) It is important to note that the program definitions in the 1997 questionnaires differed slightly from the 1987 questionnaires. No statistical significance tests were computed on program types because the base (total) change in number of program types reported was so high that it would be difficult to compare without variances.

Table 11. Definitions of Program Types (as included in survey)

PROGRAM TYPE A
The goals of this program are for students to gain general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. Portions of this program may be taught in English. This type of program is often called foreign language experience/exploration, or FLEX.)

PROGRAM TYPE B
The goals of this program are for students to acquire listening and speaking skills, gain an understanding of and appreciation for other cultures, and acquire limited amounts of reading and writing skills. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

PROGRAM TYPE C
The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language and more focus on reading and writing as well as on listening and speaking skills. This greater exposure includes language classes taught only in the foreign language (sometimes subject content is taught through the foreign language). (This type of program is often called intensive FLES.)

PROGRAM TYPE D
The goals of this program are for students to be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as mathematics, science, social studies, and language arts. (This type of program is called partial, total, or two-way immersion, depending on the amount of foreign language used and the make-up of the student body.)

As was the case a decade ago, the vast majority of elementary school programs aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 21% of them (intensive FLES and immersion) had overall proficiency as one of their goals. This data on the type of instruction should be kept in mind when evaluating the quality and quantity of foreign language instruction across the country. Even though almost one-third of elementary schools are teaching foreign languages, only 21% of that 31% (7% overall) offered a program in which the students were likely to attain some degree of proficiency as outlined in the goals of the national standards. This percentage has increased from 3% overall in 1987.

Secondary Schools

As in 1987, almost all secondary schools in 1997 with foreign language programs offered the standard class (listening, speaking, reading, writing, and culture)—96% in

1987 and 94% in 1997, which is not a statistically significant difference. There was, however, a significant increase in the percentage of advanced placement classes offered—16% of secondary schools in 1997 with a language curriculum compared to 12% in 1997. Language classes for native speakers also increased significantly over this time period (4% in 1987 to 7% in 1997). (See Figure 9.)

All other program types remained fairly stable over this time period at the secondary level. Exploratory classes (general exposure to one or more languages and cultures) were offered in 23% of the schools (vs. 20% in 1987). It should be noted that the majority of schools offering exploratory classes were middle/junior high schools. Honors/accelerated classes were offered in 15% of the schools (vs. 12% in 1987); conversation only classes were offered in 4% of the schools (no change from 1987); literature only classes were offered in 3% of the schools (vs. 4% in 1987); and regular subjects taught in the foreign language were offered in 2% of the schools (no change from 1987). (There was a slight change in question wording for the standard program type between 1987 and 1997—the teaching of culture was added to the 1997 definition.)

Although only 2% of the schools offered regular subjects taught in other languages, the languages and subjects varied considerably. (See Table 12.) Some of the programs noted that their content-based classes were part of an immersion or bilingual program in the school. Other schools commented that their content-based classes were offered through independent study, International Baccalaureate, satellite television, "Pace Setters," "Reduced Pace/Special Education," or a daily content-based "pull-out" class.

Table 12. Subjects Taught in Foreign Languages in Secondary Schools, 1997

Subjects taught in a language other than English
Art
Computer
Geography
History
Judaic Studies
Language Arts
Mathematics
Physical Education
Physical Science/Health/Biology
Social Studies
U.S. History
Languages used as medium of instruction
Chinese
French
Hawaiian
Hebrew
Polish
Portuguese
Russian
Spanish
Vietnamese

When comparing offerings of public and private schools, there was variation in the offerings of three types of classes. There were more public schools offering exploratory classes (24% vs. 16% of private schools); while more private schools offered advanced placement classes (27% vs. 14% of public schools) and honors/accelerated classes (29% vs. 12% of public schools).

Grade Levels and Minutes per Week (Elementary schools only)

The results by grade level and amount of instruction per week are presented as averages for those public elementary schools that teach the top four languages (Spanish, French, German, and Japanese).

The following percentages of public elementary schools (that teach foreign language) offer language instruction at these grade levels: Kindergarten - 38%; grade 1 - 46%; grade 2 - 50%; grade 3 - 57%; grade 4 - 67%; and grade 5 - 63%. (See Table 13.) Results show that elementary schools most often offer foreign language instruction in grades 3, 4, and 5, with grade 4 being the most popular grade for language instruction (at 67% of the schools).

Table 13. Grade Levels of Instruction in Public Elementary Schools that Teach Spanish, French, German, and Japanese, 1997 (weighted data; N=298)

Grade Level	% of Public Elem. Schools Teaching Foreign Language at Particular Grade Level
K	38%
1	46%
2	50%
3	57%
4	**67%**
5	63%

The following percentages of public elementary schools (that teach foreign languages) offer language instruction for these ranges of times: less than 60 minutes/week (37% of schools); 60-119 minutes/week (23% of schools); 120-179 minutes/week (18% of schools); 180-239 minutes/week (15% of schools); 240-299 minutes/week (2% of schools); and more than 300 minutes/week (6% of schools). (See Figure 10.) Results show that the majority of schools (60%) offer language instruction for less than two hours a week.

Levels Offered and Hours per Week (Secondary schools only)

The course levels offered at the secondary school level generally ranged from Level 1 to Level 4, reflecting the number of years of instruction, with some schools offering Levels 5 and 6. (See Table 14 for listings of the levels offered for the top six languages taught. Also, see previous section on Program Types for other class offerings.)

As in the last wave, secondary schools in 1997 with foreign language programs offered a variety of levels of foreign language instruction, and the majority of these classes tended to be taught in a non-intensive manner. The most common amount of class-time for almost all of the languages was five hours of instruction per week. The average amount of weekly class time increased significantly for French (4.8 hours per week in 1987 and 6.1 hours in 1997) and Spanish (4.9 in 1987 and 6 in 1997) over the past ten years. However, when analyzing the number of hours per week, it should be taken into consideration that these increases may be due to the increase in block scheduling (since that factor was not considered in this question.) See section below on Scheduling Classes During School Year for more details on that topic.

BEST COPY AVAILABLE

Table 14. Levels Offered of Top Six Languages in Secondary Schools With Foreign Language Instruction, 1997 (in percentages)

LEVEL	LANGUAGE	TOTAL	Middle/ Jr.High	High
One	Spanish	98	99	98
	French	97	100	97
	German	94	96	93
	Latin	95	94	96
	SpanSpanSpeakers	84	81	89
	Japanese	97	100	96
Two	Spanish	80	34	97
	French	82	38	96
	German	83	28	93
	Latin	86	58	92
	SpanSpanSpeakers	61	43	72
	Japanese	67	52	72
Three	Spanish	59	8	84
	French	64	6	85
	German	65	7	78
	Latin	59	7	68
	SpanSpanSpeakers	33	32	36
	Japanese	33	50	30
Four	Spanish	44	1	69
	French	52	1	69
	German	49	-	59
	Latin	44	-	51
	SpanSpanSpeakers	19	1	26
	Japanese	16	-	19
Five	Spanish	16	-	26
	French	16	-	12
	German	10	-	12
	Latin	7	-	7
	SpanSpanSpeakers	13	-	20
	Japanese	2	-	2
Six	Spanish	2	3	4
	French	2	-	3
	German	.4	-	.3
	Latin	1	-	1
	SpanSpanSpeakers	7	-	11
	Japanese	1	-	1

BEST COPY AVAILABLE

Scheduling of Classes During School Day (Elementary schools only)

As in 1987, the vast majority of elementary schools in 1997 that had foreign language programs taught language classes during the regular school day (92% in 1997 and 89% in 1987). (The increase was not statistically significant). Twelve percent of elementary schools with foreign language classes taught them before or after school, minimally changed from 1987 (13% in 1987). One percent of schools did not specify during what time they offer classes. Less than one percent (.3%) offered classes during the summer or extended year.

Private elementary schools were slightly more successful than public schools at integrating foreign language instruction into the regular school day. In 1997, 95% of private schools compared to 90% of public schools offered foreign language classes during the regular school day. These percentages increased slightly from 1987 when 94% of private schools and 86% of public schools offered classes during the school day. (See Figure 11.)

This question was not asked of secondary schools because they typically do not experience the same foreign language class scheduling difficulties as do elementary schools.

Scheduling Classes During School Year
Elementary Schools

More than three-quarters (77%) of the elementary schools that teach foreign language offered classes for the entire school year. Private schools were more likely to offer instruction for the whole year (85%) than public schools (70%). (See Table 15.) The schools that did not offer classes for the whole year (24%) offered classes anywhere from two to twenty weeks. (See Table 16.)

Table 15. Do All Your Language Classes Last for the Entire School Year?
Elementary Schools, 1997

	Total$_{n=458}$	Public	Private
Yes	77%	70%	85%
No	24%	30%	15%

Note: Totals may add up to more than 100% because of rounding.

Table 16. Schedule of Language Classes For Elementary Schools that Offer Language Classes for Less Than a Year, 1997

weeks	Total n=101	Public n=73	Private n=28
18 Weeks (Semester)	21%	10%	49%
9 Weeks (Quarter)	18%	22%	7%
6 Weeks	10%	14%	-
10 Weeks	10%	10%	10%
20-25 Weeks	10%	5%	21%
12 Weeks (Trimester)	9%	8%	11%
8 Weeks	3%	1%	9%
2 Weeks	3%	3%	-
4 Weeks	3%	4%	-
16 Weeks	2%	3%	-
3 Weeks	1%	1%	-
32 Weeks	0%	1%	-
Other # of Weeks	9%	8%	11%
Exploratory 20 Weeks	3%	4%	-
Exploratory 12 Wks/Trimester	2%	2%	-
Exploratory 8 Weeks	2%	2%	-
Exploratory 9 Weeks/Qtr	1%	1%	-
Other Exploratory	1%	-	3%

Note: There may be some overlap in the categories because these are the verbatim responses of the respondents and so are not necessarily mutually exclusive categories. Totals may add up to more than 100% because respondents could check more than one response.

Secondary Schools

Approximately three-quarters (74%) of the secondary schools that teach foreign language offer classes for the entire school year. (See Table 17.) Public schools (28%) were more likely to offer variation in year-long classes than private schools (10%). Half of the middle schools (49%) compared to only 13% of the high schools offered variations in the year-long schedule. The schools that did not offer classes for the whole year offered classes from five to twenty-four weeks. (See Table 18.)

At the middle school/junior high level, the most common alternative scheduling was semester-long (18 weeks) or quarter-long (9 week) classes. At the high school level, the most common alternatives were classes lasting 80-90 minutes a day for 18 weeks (also known as block scheduling) or a regular 18-week semester. Since this question allowed for open responses and the categories in Table 18 are reproduced as they were written by respondents on the surveys, there may be some overlap in data or some duplication, e.g., some of those responding "nine weeks/quarter" may actually have an exploratory program, but they didn't list it as such when answering this question.

BEST COPY AVAILABLE

Table 17. Do All Your Language Classes Last for the Entire School Year? Secondary Schools, 1997

	Total n=1400	Middle/Junior High	High School	Combined	Other
Yes	74%	51%	87%	79%	86%
No	26%	49%	13%	21%	14%

Table 18. Schedule of Language Classes For Secondary Schools that Offer Language Classes for Less Than a Year, 1997 (in percentages)

Weeks	Total n=355	Middle/Junior High n=208	High School n=89	Combined n=58
Semester/18 weeks	24	27	22	16
80-90 minutes/day for 18 weeks	21	5	62	15
9 weeks/quarter	19	26	-	20
5 -7 weeks	8	11	3	6
12 weeks/trimester	9	11	2	11
Block Scheduling	1	-	2	5
20 weeks	1	1	-	-
Trial Phase	1	1	1	-
24 weeks/2 trimesters	.3	-	1	-
Other	3	3	2	2
Exploratory Semester/18 wks	6	6	3	1
Exploratory 9 Weeks	6	8	-	7
Exploratory 6 - 8 Weeks	4	6	-	4
Exploratory 10 or 12 Weeks	3	3	-	5
Every Other Day	2	3	-	-
Exploratory 3 - 5 weeks	1	2	-	-
Exploratory Other	1	1	1	2

Note: There may be some overlap in the categories because these are the verbatim responses of the respondents and so are not necessarily mutually exclusive categories. Totals may add up to more than 100% because respondents chould check more than one response.

Funding Sources (Elementary schools only)

There were no statistically significant differences between 1987 and 1997 in funding sources at the elementary school level. As was the case a decade ago, funding for elementary school language programs tends to come from the regular school budget (68% of schools offering foreign language in 1997 and 69% in 1987). The second most common source for funding was tuition paid by parents (30% of schools offering foreign language in 1997 and 25% of schools in 1987). About 15% of elementary schools with foreign language programs received funds from federal or state grants in 1997 (14% in 1987). Parent teacher organizations were one of the least common sources of funds (2% of

BEST COPY AVAILABLE

elementary schools with a language program in 1997 and 5% in 1987). (See Figure 12 and Table 19.)

Additional funding sources included in written responses were categorized under three areas: volunteers, fundraising/private contributions, and "other." Types of volunteers included "teacher volunteers," "parent volunteers," "high school/college students," "volunteers from the 'Un Poquito de Español' program," and others. Fundraising and private contributions included "fund-raisers," "parent donations," "private company," private foundation," and "charitable donations." Other respondents mentioned funding sources such as the "county general fund," a "separate fee," "Public Broadcasting," "Magnet School Center for International Education," as well as that "No funding is available."

In both 1997 and 1987, the type of funding used varied by school type (public or private). Public elementary schools more frequently reported using regular school funds for foreign language classes than did private schools (74% public vs. 59% private in 1997; 74% public vs. 63% private in 1987). As expected, private schools relied more on tuition paid by parents than did public schools (59% private vs. 8% public in 1997; 53% private vs. 5% public in 1987). Also, public schools received more support from federal and state grants than did private schools (24% public vs. 2% private in 1997; 23% public vs. 3% private in 1987). In 1997, fundraising/private contributions were a source of funding for both public and private schools (.4% public; 5% private). Volunteers were also mentioned by both public and private schools (2% public; 1% private).

In 1997, sources of funding also varied by the size of the elementary school. Large schools (1,000 + students) more frequently report using federal and state grants to support foreign language classes than do medium-sized (400-999 students) or small (< 400 students) schools (39% large; 22% medium; 8% small). In contrast, small schools rely more on tuition paid by parents than do schools of other sizes (43% small; 15% medium-sized; 0% large). It is interesting to note that large schools cite using volunteer help considerably more frequently than schools of other sizes (14% large, 1% medium; 1% small).

Table 19. Funding Sources for Elementary School Foreign Language Programs, 1987 and 1997

Funding Source	Total 1987 $n_{tot} = 293$	Total 1997 $n_{tot} = 471$	Public $n_{tot} = 270$	Private $n_{tot} = 201$
Regular school funds	69%	68%	74%	59%
Tuition paid by parents	25%	30%	8%	59%
Federal or state grants	14%	15%	24%	2%
Parent-teacher associations	5%	2%	2%	1%
Fundraising/Private contributions (1997 only)	---------	2%	.4%	5%
Volunteers (1997 only)	---------	1%	2%	1%
Other	8%	1%	2%	.4%

Note: Totals may add up to more than 100% because respondents chould check more than one response.

Schools Having Curriculum Frameworks/Guidelines

Elementary Schools

Most of the elementary schools teaching foreign language (70% in 1997 compared to 64% in 1987) report having an established foreign language curriculum or set of guidelines for their program. There were no statistically significant differences between the two waves of the study. (See Figure 13.)

In 1997, whether of not an elementary school had a foreign language curriculum or set of guidelines varied according to school type, school setting, and school size. Overall, more public (73%) than private (65%) schools reported having a foreign language curriculum or guidelines. Within both public and private elementary schools, urban schools (82% public; 74% private) more frequently cited having a foreign language curriculum than did suburban (79% public; 65% private) or rural (64% public; 49% private) schools. Overall, large (1,000+ students) schools more frequently reported having a foreign language curriculum or guidelines than medium-sized (400-999 students) or small (< 400 students) schools (92% large; 77% medium; 62% small).

There was also considerable variation according to geographic conference region. Ranging from highest to lowest, the percentages of schools with established curricula in each region, and percentages, are as follows: Southern Conference on Language Teaching (SCOLT) (81%), Pacific Northwest Council for Languages (PNCFL) (78%), Northeast

BEST COPY AVAILABLE

Conference on the Teaching of Foreign Languages (NEC) (75%), Southwest Conference on Language Teaching (SWCOLT) (67%), Central States Conference on the Teaching of Foreign Languages (CSC) (54%).

Secondary Schools

The vast majority of secondary schools report having a foreign language curriculum or set of guidelines (88% in 1997; 85% in 1987). There were no statistically significant differences between 1987 and 1997 results. (See Figure 14.)

At the secondary level, more respondents from high schools than from middle school/junior high schools report that there is an established foreign language curriculum or set of guidelines for their foreign language program (91% high school; 84% middle school/junior high). The vast majority of both public and private schools report having a foreign language curriculum or guidelines in 1997 (88% public; 87% private). Overall, the large and largest schools (1,000-1,399; 1,400 or more students) more frequently reported a foreign language curriculum or guidelines than medium-sized (400-999 students) or small (< 400 students) schools (97% large; 96% largest; 88% medium; 80% small).

At the secondary level, the existence of a foreign language curriculum was fairly consistent across geographic conference regions, with the vast majority of schools in all regions reporting one: Northeast Conference on the Teaching of Foreign Languages (NEC) (94%), Southern Conference on Language Teaching (SCOLT) (89%), Pacific Northwest Council for Languages (PNCFL) (87%), Southwest Conference on Language Teaching (SWCOLT) (86%), and Central States Conference on the Teaching of Foreign Languages (CSC) (85%).

Sources of Curriculum Development

Elementary Schools

In 1997, respondents who indicated that their schools had curriculum guidelines were also asked who developed them. Elementary guidelines tend to be developed at the local school level (foreign language teachers and staff), school district level, and to a lesser extent at the state level (50%, 34%, and 17% respectively).

The sources of curriculum development varied greatly depending on whether the school was public or private. (See Table 20 and Figure 15.) Within the public schools, the curriculum/guidelines were most often developed by the school district (56%), the state

level (23%), or the local school level (20%). Within the private schools, the curriculum/guidelines were most often developed by the local school (91%).

"Other" sources of curriculum development mentioned by respondents included educational television/satellite/classroom video, tribal guidelines, the Parent Teacher Associations, various commercial curricula, "curriculum consortium," and "guides from Canada, France, and Belgium." Private schools also mentioned the Archdiocese and the national level as sources of curriculum development.

Table 20. Sources of Elementary Foreign Language Curriculum Development, 1997

Who developed the curriculum or set of guidelines?	Total $n_{tot} = 267$	Public $n_{pub} = 153$	Private $n_{pry} = 114$
Local school	50%	20%	91%
School district	34%	56%	5%
State level	17%	23%	7%
Other	8%	9%	6%

Note: Totals add up to more than 100% because respondents could check more than one response.

Secondary Schools

Like elementary school curricula/guidelines, secondary foreign language curricula are also likely to be developed at the local school level, school district level, and state level (43%, 43%, and 35% respectively). (See Table 21 and Figure 16.)

There was considerable variation between middle school/junior high and high school in their sources of curriculum development. The high schools tended to use curricula developed at the school level (50%), while the middle school/junior highs tended to use district-developed curricula (58%).

There was also considerable variation in the source of curriculum development according to school type (public or private). Of the public secondary schools responding, nearly half (48%) report that their curriculum was developed by the school district. Of the responding private schools, the majority report that their curriculum or set of guidelines was developed by the local school (79%).

"Other" responses from public school respondents regarding sources of curriculum development included the county, the national level, internationally-available curricula,

BEST COPY AVAILABLE

educational television/satellite, a college/university, and a curriculum committee/consortium. Private schools reported the following other sources of curriculum development: A-Beka curriculum, a curriculum committee/consortium, chairpersons, internationally-available curricula, and a college/university. Both private and public schools mentioned various other sources such as commercial curricula, the "Regional Service Center," the "Northeast Frameworks," the "ACTFL Proficiency Guidelines," a "Co-op," an "Articulation and Achievement Project," the "School of Tomorrow," "Step Star," and others.

Table 21. Sources of Secondary Foreign Language Curriculum Development, 1997

Who developed the curriculum or set of guidelines?	Total n_{tot}= 1125	Public n_{pub}= 978	Private n_{prv}= 147	MS/Jr High School n = 330	High School n = 552
Local school	43%	37%	79%	25%	50%
School district	43%	48%	7%	58%	43%
State level	35%	38%	14%	34%	35%
Other	6%	5%	10%	6%	5%

Totals add up to more than 100% because respondents could check more than one response.

Instructional Materials[4]

Elementary Schools

As in 1987, the three most popular types of materials for teaching foreign language at the elementary level in the current wave were teacher-made materials, audio-visual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes), and commercially published textbooks/workbooks (94%, 94%, and 85% of elementary schools with foreign language programs, respectively). All of these materials were used significantly more frequently at the elementary level than a decade ago (1987: teacher-made materials 84%, audio-visual materials 60%, and commercially-published materials 70%). However, it is important to note that these differences could be due to the change in question format between the two periods. (See Table 22 and Figure 17.)

The next more commonly-used materials were authentic literature and authentic materials (realia) from the target culture (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements from the target culture). These materials were used by about seven in ten elementary schools with a foreign language program in 1997 (literature: 69% and materials: 74%). Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM) were used by about four in ten

BEST COPY AVAILABLE

elementary schools (41%), and Internet resources (e.g.,, electronic mail, World Wide Web, listservs) were used by about two in ten elementary schools (19%). Other instructional technologies (e.g., satellite broadcasts, interactive television, and distance learning) were used by one in ten elementary schools (10%). Computer-based instructional materials were used by a significantly greater percentage of elementary schools in the current wave (41% in 1997; 14% in 1987). However, the question wording regarding the use of computer-based materials changed somewhat between waves, from "computer-assisted instructional materials" to "computer-based instructional materials" so caution must be taken when comparing the results. Also, two new related categories, Internet resources and other instructional technologies, were added in 1997.

Seventeen percent (17%) of elementary schools (21% public; 12% private) reported using some type of "other" instructional materials/resources, such as native speakers/people in community, games/puppets, vocabulary/flash cards, and other resources/materials.

There were a few interesting variations in responses according to school size, type of school, and school setting. Use of *teacher-made materials* varied considerably by school size. A higher percentages of small (<400 students) and medium-sized (400-999 students) schools report using teacher-made materials than large schools (1,000 or more students) (96% small; 94% medium; 61% large).

Respondents were asked to specify what *types of teacher-made materials* were used in their school. Approximately 30% of the elementary respondents who cited using teacher-made materials provided specific information about the types they use. The majority of the responses were grouped into the following categories: games/puzzles, worksheets/workbooks, flashcards, pictures/posters, and visual materials (including visual aids, video, and educational television). Other respondents mentioned tests, authentic materials (including realia, maps, and local objects from other countries), manipulatives, books/reading material, hands-on activities, charts, tapes, songs, thematic units, transparencies/overheads, study sheets/guides, handouts, projects, vocabulary lists, and stories/storytelling. Many respondents mentioned using specific items that could not be categorized with other responses, including enrichment activities, supplements, displays, figurines, bulletin board materials, materials following the Montessori curriculum, Total Physical Response activities, and others. Several respondents mentioned they used a variety of types of materials. One respondent reported "I have a garage full!"

In 1997, a higher percentage of private schools used *commercially-published textbooks/workbooks* than public schools (94% private; 78% public).

Use of *computer-based instructional materials* varied considerably by school setting. Within the public schools, suburban and rural schools reported using these materials more frequently than urban schools (49% suburban; 45% rural; 32% urban). Within the private schools, urban schools used these materials most frequently (47% urban; 38% suburban; 28% rural). Use of computer-based materials also varied by geographic conference region of the school: Southern Conference on Language Teaching (SCOLT) (48%); Southwest Conference on Language Teaching (SWCOLT) (47%); Central States Conference on the Teaching of Foreign Languages (CSC) (42%); Pacific Northwest Council for Languages (PNCFL) (42%); Northeast Conference on the Teaching of Foreign Languages (NEC) (33%).

Use of *Internet resources* (e.g., electronic mail, World Wide Web, listservs) varied by school setting. Within both public and private schools, the most frequent use of Internet resources was reported by rural schools. Within the public schools, more rural and suburban schools reported using Internet resources than urban schools (23% rural; 22% suburban; 15% urban). Within the private schools, more rural and urban schools reported using Internet resources than suburban schools (22% rural; 19% urban; 12% suburban).

The use of *other instructional technologies* (e.g., satellite broadcasts, interactive television, and distance learning) varied by school type, with more public than private schools using them (15% public; 3% private). There was some variation by school setting within the public and private schools. Contrary to expectations, rural schools did not report much more frequent use. Within the public schools, other instructional technologies were reported more frequently by suburban and rural schools than by urban schools (17% suburban; 15% rural; 9% urban). Within the private schools, none of the responding rural schools reported using them (3% urban; 6% suburban; 0% rural).

Table 22: Elementary Schools Using Instructional Materials, 1987 and 1997
(weighted data)

Type of Materials	Total 1987 n_{tot} = 286	Total 1997 n_{tot} varies	Public 1997	Private 1997
teacher made materials n_{tot}=392 (1997)	84%	94%	93%	96%
audiovisual materials n_{tot} =412 (1997)	-----	94%	95%	93%
films, filmstrips, slides, videotapes, records, etc. (1987 only)	60%	-----	-----	-----
commercially-published textbooks/workbooks n_{tot} =390 (1997)	70%	85%	78%	94%
authentic materials n_{tot} =384 (1997)	-----	74%	75%	74%
authentic literature from target culture n_{tot} =383 (1997)	-----	69%	73%	64%
computer-based instructional materials n_{tot} =378 (1997)	-----	41%	43%	39%
computer-assisted materials (1987 only)	14%	-----	-----	-----
resources n_{tot} =354 (1997)	-----	19%	21%	17%
other instructional technology n_{tot} = 348 (1997)	-----	10%	15%	3%
commercially made foreign language games (1987 only)	38%	-----	-----	-----
other (specify) n_{tot} =148 (1997)	8%	17%	21%	12%

Note: Totals add up to more than 100% because respondents could check more than one response.

Secondary Schools

At the secondary school level, the three most common instructional materials used by schools with foreign language programs continue to be audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes) (99%), commercially published textbooks/workbooks (98%), and teacher-made materials (95%). The percentage of secondary schools that use these types of materials increased significantly since 1987—use of audio-visual materials increased 10 percentage points, use of teacher-made materials increased 6 percentage points, and use of textbooks increased 3 percentage points. However, the wording of the question pertaining to audiovisual materials changed substantially across waves of the study ("films, filmstrips, slides, videotapes, records, audiotapes" in 1987 to "Audiovisual materials [e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes]" in 1997), which may account for differences over time. (See Table 23 and Figure 18.)

BEST COPY AVAILABLE

Authentic materials and literature from the target culture were also used quite frequently—92% and 83%, respectively in 1997. Computer-based instructional materials are now used by over half of the secondary schools with foreign language programs (52% in 1997 vs. 20% in 1987), a statistically significant increase. However, the wording changed for the question pertaining to computer-based materials, from "computer-assisted instructional materials" in 1987 to "computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM)," in 1997, so caution should be taken when comparing the results. Internet resources are now used by approximately 4 in 10 (39%) secondary schools. Other instructional technologies (e.g., satellite broadcasts, interactive television, and distance learning) are used by 3 in 10 (30%) schools.

Thirteen percent of secondary schools (13% public; 15% private) reported using "other" instructional materials. Examples listed by respondents focusing on materials and activities included pen pals; cooking; eating at restaurants from the target culture; native speaking guest speakers and presenters; national and local foreign language days; Total Physical Response activities; field trips; foreign exchange programs and trips to the target language country; cultural performances and events including theater, opera, dance, and puppet theater.

Respondents were asked to specify what *types of teacher-made materials* are used in their school; fewer than half of the weighted respondents who reported using teacher-made materials provided specific information. The largest group of respondents mentioned supplementary written materials such as worksheets/workbooks, homework mimeos, vocabulary lists, study guides, pamphlets, books, and readings. Other respondents mentioned a variety of tests and quizzes. Some respondents mentioned teacher-made technology (audio/video/computer) such as cassette tapes, videos, movie scripts, and computer presentations. Many mentioned visual aids such as overhead transparencies, maps, posters, charts, pictures, bulletin boards, classroom displays, slides, props, wall signs, and magazine pictures. Respondents also mentioned a variety of special projects and activities dealing with reading, conversation, and oral proficiency. Several respondents mentioned teacher- or student-made materials or activities focusing on culture, including music, songs, skits, plays, food, clothing, realia, and travel. A large number of respondents mentioned games, including board games, instructional games, and the use of puppets and piñatas, as well as creative projects and crafts, including drawings, collages, and language quilts.

There were some notable variations when comparing instructional materials used in middle school/junior highs with those used in high schools: high schools usually used the materials more frequently.

Both *authentic literature* and *authentic materials from the target culture (realia)* (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements) were used by more high schools than middle schools (literature: 91% high school, 68% middle school/junior high; materials: 96% high school; 91% middle school/junior high).

Internet resources (e.g., electronic mail, World Wide Web, listservs) were used by more high schools (43%) than middle schools/junior highs (32%). Also, more suburban schools reported using Internet resources than schools in other settings within both public schools (44% suburban; 39% urban; 37% rural) and private schools (49% suburban; 40% urban; 35% rural).

Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM) were used by more high schools (53%) than middle school/junior highs (48%).

Finally, there was also more use of *other instructional technologies* in high schools (30%) compared to middle school/junior highs (21%).

Table 23: Secondary Schools Using Instructional Materials, 1987 and 1997
(weighted data)

Type of Materials	1987 Total n_{tot} = 1168	1997 Total n_{tot} varies	Public 1997	Private 1997
audiovisual materials n_{tot} =1373 (1997)	---------	99%	99%	99%
films, filmstrips, slides, videotapes, records, etc. (1987 only)	89%	---------	---------	---------
commercially-published textbooks/workbooks n_{tot} =1377 (1997)	95%	98%	98%	100%
teacher made materials n_{tot} = 1276 (1997)	89%	95%	96%	91%
authentic materials n_{tot} =1299 (1997)	---------	92%	93%	89%
authentic literature from target culture n_{tot} =1203 (1997)	---------	83%	83%	84%
computer-based instructional materials n_{tot} =1194 (1997)	---------	52%	52%	53%
computer-assisted materials (1987 only)	20%	---------	---------	---------
resources n_{tot} =1134 (1997)	---------	39%	39%	41%
other instructional technology n_{tot} = 1079 (1997)	---------	30%	31%	21%
commercially-made foreign language games (1987 only)	60%	---------	---------	---------
other (specify) n_{tot} =333 (1997)	11%	13%	13%	15%

Note: Totals add up to more than 100% because respondents could check more than one response.

Sequencing/Articulation

Elementary Schools

Respondents from elementary schools indicated that sequencing (articulation) to ensure continuity in foreign language study through the next level of schooling is still a major issue facing the schools. Forty-five percent (45%) of elementary school respondents (up from 39% in 1987) indicated that their districts did not plan an articulated sequence. This included 9% of respondents who noted that there is no instruction at the junior high/middle school in their district in the foreign language(s) taught in elementary school (11% for public, 7% for private); 10% who indicated that students who have studied foreign language are placed in exploratory language classes (13% for public, 7% for private); and 26% who indicated they place students who have studied foreign language in elementary school in Level I foreign language classes along with students with no prior experience in the language (22% for public, 32% for private).

Some districts are planning ahead for smooth articulation. Twenty-four percent (24%) noted that students entered foreign language classes that are specifically designed to

BEST COPY AVAILABLE

provide continuity from their prior level in elementary school (24% for public, 25% for private); 11% said that students are placed in existing, more advanced classes, but these classes are not necessarily designed to reflect students' prior language level (6% for public, 16% for private); and 5% stated that students who have studied foreign language in elementary school can enroll in some subject matter courses taught in the foreign language (7% for public, 3% for private). (See Figure 19.)

Respondents provided a range of additional comments on articulation such as: "Elementary students feed into three middle schools with different goals"; "Students enter a high school with unknown policies"; "There is no formal foreign language program at the elementary level"; "An elementary foreign language program is in the process of being developed"; and "The school follows a staff-developed Arapaho curriculum."

Secondary Schools

Although 61% of secondary respondents indicated that foreign language study is *not* offered in the elementary schools in their district (63% for middle school/junior high; 59% for high school), respondents whose districts' elementary schools do offer foreign languages use a variety of sequencing strategies in an attempt to ensure that students' foreign language study is continued into the middle school/junior high and high school level. Fourteen percent (14%) said students are placed in Level I language classes (11% for middle school/junior high; 15% for high school); 9% noted that students are placed in courses that are specifically designed to provide continuity from their prior level (5% for middle school/junior high; 10% for high school); 5% indicated that they place students in exploratory language classes (9% for middle school/junior high, 4% for high school); 4% indicated that students are placed in existing, more advanced classes that are not necessarily designed to reflect students' prior language level (3% for middle school/junior high; 7% for high school); and less than 1% said that students can enroll in some subject matter courses taught in a foreign language (less than 1% for middle school/junior high; 1% for high school).[5] (See Figure 20.)

When comparing public vs. private secondary schools, more public schools answering this question said they did *not* offer foreign language in the elementary schools in their districts (66% vs. 32% for private schools); more private schools placed students in Level I classes (30% vs. 12% for public); more private schools placed students in classes designed for their level (17% vs. 7% for public); more private schools placed students in advanced classes not necessarily designed to reflect students' prior language level (9% vs.

4% for public); and there was no difference in subject matter classes taught in the language (1% for both).

Many respondents offered written comments, and mentioned, from most frequent to least, the foreign language requirements and range of options at the elementary, middle, and high school levels; that foreign language programs were just beginning in their districts' elementary schools; the mechanics of sequencing in their schools ("Students with a language background test out of Level I and go to Level II"); and the lack of sequencing altogether from elementary to the middle/high school levels.

Number of Foreign Language Teachers

In 1997, more than half (53%) of the elementary schools that taught foreign language reported having one foreign language teacher. This was true of both public (52%) and private (55%) schools. Approximately one out of ten schools (11%) reported having no foreign language teachers. (This is possible because elementary schools sometimes rely on regular classroom teachers that they do not categorize as foreign language teachers, or on foreign language instruction via satellite or video programs, facilitated by a regular classroom teacher.) A little more than one out of ten schools (12%) reported having two foreign language teachers. Fewer than one out of ten schools reported having three (8%), four (5%), five (2%), six (2%), seven (.4%), eight (1%), nine (3%), or ten or more (3%) foreign language teachers. This varied little by school type, though more public (14%) than private (7%) elementary schools reported having no foreign language teachers. The mean number of foreign language teachers in both public and private elementary schools was two. (See Figure 21.)

At the secondary level, many schools report having either one (31%) or two (21%) foreign language teachers. Fifteen percent (15%) reported having three and 10% reported having four foreign language teachers. Fewer than one in ten schools report five (7%), six (5%), seven (3%), eight (3%), nine (2%), or ten or more (4%) foreign language teachers. The number of teachers varied little by school type, with only a 4% or less difference between public and private schools in all cases, except for those schools reporting one foreign language teacher. More public (32%) than private (21%) schools report having only one foreign language teacher. None of the secondary schools responding to this question reported having no foreign language teachers. The mean number of foreign language teachers in secondary schools was three (3 public; 4 private). (See Figure 22.)

Within the secondary schools, there were considerable differences between middle school/junior high schools and high schools in the number of foreign language teachers reported. Most of the middle school/junior high school respondents cited one (47%), two (25%), three (15%), four (7%), or five (4%) foreign language teachers. One percent or fewer of these schools reported having six (1%), seven (1%), eight (.1%), nine (.1%), or ten or more (.3%) foreign language teachers. The mean number of teachers at the middle school/junior high school level was two.

At the high school level, responses were somewhat more evenly distributed among all numbers of teachers. Respondents reported having one (15%), two (20%), three (15%), four (11%), five (10%), six (9%), seven (6%), eight (5%), nine (3%), or ten or more (7%) foreign language teachers. The mean number of teachers at the high school level was four.

Teacher Qualifications

For the 1997 survey question on teacher qualifications, respondents were asked to give the exact number of teachers who were in each of several teacher qualification categories. In 1987, respondents indicated whether none, some, most, or all of their teachers were in each category by checking the appropriate box. The question format and wording were changed upon recommendation of survey designers so that a more accurate response would be received for each category. Two new categories were included in the elementary question, and there were minor wording changes made to two of the existing question categories. Four new categories were added to the secondary question.

Teacher qualification percentages for similar question categories appear to be higher in 1987 than in 1997, for both elementary and secondary levels. Due to changes in question format, wording, and content between 1987 and 1997, caution should be taken when interpreting these results or when comparing results across waves. It cannot be concluded from this data that teachers are necessarily less qualified in 1997 than in 1987. No statistical significance tests over time were computed. It should also be noted that some of the respondents found this question difficult to answer, and may have misinterpreted the categories to be mutually exclusive rather than providing a number for each category.

Elementary Schools

In 1997, nearly half (46%) of responding elementary schools reported that one or more of their foreign language teachers are *native speakers of the language being taught* (44% public; 48% private). Schools reported that they had one (28%), two (7%), three (5%), four (1%), five (3%), or six or more (2%) foreign language teachers who are native speakers of the language being taught. Fifty-four percent (54%) of the schools surveyed reported that none of their teachers is a native speaker of the language being taught. In 1987, over half (57%) of elementary respondents indicated that some, most, or all of their foreign language teachers were native speakers of the language being taught (47% public; 68% private). (See Table 24 and Figure 23.)

Approximately one out of four elementary schools (26%) reported that their teachers are *certified for elementary school teaching but not specifically for foreign language teaching* (26% public; 23% private) in 1997. Schools reported that they had one (17%), two (2%), three (2%), four (1%), five (1%), or six or more (3%) teachers in this category. Seventy-six percent (76%) of the schools reported that none of their teachers fall into this category. In 1987, two out of 3 schools (66%) reported that their teachers were certified for elementary school teaching but not specifically for foreign language teaching (66% public; 65% private). (See Table 24 and Figure 24.)

Nearly one out of five elementary schools (19%) reported in 1997 that their teachers are *certified for foreign language teaching at the elementary level* (20% public; 16% private). Schools reported that they have one (13%), two (1%), three (1%), four (1%), five (.4%), or six or more (3%) teachers in this category. Eighty-two percent (82%) of the schools reported that none of their teachers is certified for foreign language teaching at the elementary level. In 1987, over half (52%) reported that at least some of their foreign language teachers were certified for foreign language teaching at the elementary level. (See Table 24 and Figure 24.)

In 1997, fifteen percent (15%) of elementary school respondents indicated that their teachers are *certified for foreign language teaching at the elementary school level and for elementary school teaching* (20% public; 12% private). Schools report that they have one (10%), two (2%), three (1%), four (.1%), five (.3%), or six or more (2%) teachers in this category. Eighty-four percent (84%) of respondents indicated that there are no teachers in their school who are certified for both foreign language teaching at the elementary school level and for elementary school teaching. (See Table 24 and Figure 24.)

Fifteen percent (15%) of elementary respondents reported that one or more of their teachers are *certified for foreign language teaching at the secondary school level but not at the elementary level* (13% public; 16% private) in 1997. Overall, schools reported that they have one (10%), two (2%), three (1%), four (no schools), five (1%), and six or more (1%) foreign language teachers in this category. Eighty-six percent (86%) of schools had no teachers in this category. In 1987, approximately 6 out of 10 (62%) schools indicated that at least some of their teachers were certified for foreign language teaching at the secondary school level (60% public; 64% private). (See Table 24 and Figure 24.)

In 1997, nearly one in five (19%) of elementary schools reported having teachers who are *certified for foreign language teaching at the K-12 level* (22% public; 12% private). Schools reported that one (15%), two (.3%), three (1%), four (1%), five (1%), or six or more (1%) of their foreign language teachers have K-12 foreign language teaching certification. Eighty-two percent (82%) of schools had no teachers in this category. (See Table 24 and Figure 24.)

Five percent (5%) of elementary schools in 1997 cited that one or more of their foreign language teachers are *high school/college students* (6% public; 3% private). Overall, schools reported that one (2%), two (1%), three (1%), four (no schools), five (1%), or six or more (.3%) of their foreign language teachers are high school or college students. Ninety-six percent (96%) of schools reported no teachers in this category. In 1987, 17% reported having teachers who were high school/college students (16% public; 17% private). (See Table 24 and Figure 24.)

Twelve percent (12%) of schools indicated in 1997 that some of their foreign language teachers are *others who are not certified* (8% public; 19% private). Most schools reported that one (10%) or two (2%) of their foreign language teachers did not have certification. Less than one percent reported that three (.4%), four (.1%), five (.1%), or six or more (.2%) of their teachers are in this category. Eighty-seven percent (87%) of schools indicated that they had no teachers in this category. In 1987, more than 1 out of 5 (21%) schools reported teachers who were adult volunteers (12% public; 34% private). (See Table 24 and Figure 24.)

Table 24. Elementary School Teacher Qualifications, 1987 and 1997 (weighted data)

Elementary Teacher Qualifications	1987 Total n_{tot} varies	1997 Total n_{tot} = 478	Public 1997	Private 1997
Native Speakers of the Language Being Taught n_{tot} = 251 (1987)	57%	46%	44%	48%
Certified for Elementary School Teaching, but not Specifically for Foreign Language Teaching n_{tot} = 210 (1987)	66%	26%	26%	23%
Certified for Foreign Language Teaching at the Elementary School Level n_{tot} = 213 (1987)	52%	19%	20%	16%
Certified for Foreign Language Teaching at the Elementary School Level and for Elementary School Teaching (1997 only)	----	15%	20%	12%
Certified for Foreign Language Teaching at the Secondary School Level but not at the Elementary Level (1997 only)	----	15%	13%	16%
Certified for Foreign Language Teaching at the Secondary School Level n_{tot} = 222 (1987) (1987 only)	62%	----	----	----
Certified for Foreign Language Teaching at the K-12 level (1997 only)	----	19%	22%	12%
High School/College Students n_{tot} = 156 (1987)	17%	5%	6%	3%
Others Who Are Not Certified (1997 only)	----	12%	8%	19%
Adult Volunteers n_{tot} = 163 (1987) (1987 only)	21%	----	----	----

Note: 1997 data refers to percentage of elementary schools with one or more teachers with specific teacher qualifications; 1987 data refers to percentages of elementary schools with some, most, or all teachers who have specific teacher qualifications. Totals add up to more than 100% because respondents could check more than one response.

Secondary Schools

In 1997, one out of three secondary schools (33%) reported that one or more of their foreign language teachers are *native speakers of the language being taught* (31% public; 44% private; 29% middle/junior high; 39% high school). Overall, schools reported that one (20%), two (8%), three (3%), four (1%) five (.1 %) or six or more (1%) of their teachers are in this category. The highest percentage (50%) of schools with native speakers of the language being taught are from the Southwest Conference on Language Teaching (SWCOLT) region. Sixty-seven percent (67%) of responding schools indicated that none of their teachers are native speakers. In 1987, 38% of responding secondary schools reported that some, most, or all of their foreign language teachers were *native speakers of the language being taught* (33% public; 51% private). (See Table 25 and Figure 25.)

BEST COPY AVAILABLE

More than eight out of ten secondary schools (82%) indicated in 1997 that their teachers *are certified for foreign language teaching at the secondary level* (84% public; 77% private; 72% middle/junior high; 92% high school). Overall, schools reported that one (23%), two (19%), three (12%), four (9%), five (5%) or six or more (14%) of their foreign language teachers are in this category. Approximately 1 in 5 (18%) of responding schools reported that none of their teachers are certified for foreign language teaching at the secondary level. In 1987, more than nine out of ten (95%) schools indicated that at least some of their teachers were *certified for foreign language teaching at the secondary level* (97% public; 87% private). (See Table 25 and Figure 26.)

In 1997, nine percent (9%) of secondary schools reported that one or more of their teachers are *certified for secondary school teaching but not specifically for foreign language teaching* (7% public; 16% private; 8% middle school/junior high; 9% high school). Overall, schools reported that one (5%), two (2%), three (.3%), four (.1%), five (.2%), or six or more (1%) of their foreign language teachers are in this category. Ninety-one percent (91%) of schools reported that none of their teachers has this type of certification. In 1987, approximately 1 out of 5 schools (21%) reported that some, most, or all of their teachers were *certified for secondary school teaching but not specifically for foreign language teaching* (18% public; 33% private). (See Table 25 and Figure 26.)

Only 3% of secondary schools reported in 1997 that one or more of their teachers is *certified for foreign language teaching at the elementary school level but not at the secondary level* (2% public; 8% private; 5% middle school/junior high; .1% high school). Overall, schools reported that one (2%), two (.4%), three (.1%), four (.2%), or six or more (.1%) of their teachers are in this category. Ninety-seven percent (97%) of responding schools reported no teachers with this type of certification. (See Table 25 and Figure 26.)

In 1997, one in four (25%) responding secondary schools indicated that their teachers are *certified for foreign language teaching at the K-12 level* (26% public; 21% private; 28% middle school /junior high; 25% high school). Overall, schools reported that one (14%), two (5%), three (2%), four (1%), five (1%), or six or more (2%) of their foreign language teachers have this type of certification. Seventy-five percent (75%) of schools indicated that none of their teachers is certified for foreign language teaching at the K-12 level. (See Table 25 and Figure 26.)

Approximately one out of ten secondary schools (9%) reported teachers who are *certified in a different foreign language from the one they teach* (9% public; 8% private; 8% middle school/junior high; 11% high school) in 1997. Schools reported that one (6%), two (2%), three (1%), four (.1%), five (0%), or six or more (.2%) of their teachers are certified in a different language. Ninety-one percent (91%) of schools reported no teachers who are certified in a different foreign language from the one they teach. (See Table 25 and Figure 26.)

More than one third (34%) of responding secondary schools reported in 1997 that their teachers are *certified in more than one foreign language* (35% public; 34% private; 24% middle school/junior high; 43% high school). Schools reported that one (17%), two (11%), three (3%), four (2%), five (1%), or six or more (.4%) of their foreign language teachers fall into this category. Approximately two thirds (67%) of secondary schools reported that none of their teachers is certified in more than one foreign language. (See Table 25 and Figure 26.)

Another one out of ten secondary schools (11%) reported in 1997 that their teachers are *others who are not certified* (8% public; 33% private; 9% middle school/junior high; 9% high school; 16% combined). Overall, schools report that one (7%), two (2%), three (1%), four (.1%), five (.3%), or six or more (1%) of their foreign language teachers are others who are not certified. Ninety percent (90%) report that they have no teachers who are not certified. In 1987, fewer than one out of five (9%) secondary schools reported that their foreign language teachers were *not certified at all* (2% public; 32% private). (See Table 25 and Figure 26.)

Table 25. Secondary School Teacher Qualifications, 1987 and 1997 (weighted data)

Secondary Teacher Qualifications	Total 1987 N_{tot} varies	Total 1997 N_{tot} = 1415	Public 1997	Private 1997
Native Speakers of the Language Being Taught N_{tot} = 1414 (1997) N_{tot} = 1019 (1987)	38%	33%	31%	44%
Certified for Foreign Language Teaching at the Secondary Level N_{tot} = 1124 (1987)	95%	82%	84%	77%
Certified for Secondary School Teaching but not specifically for Foreign Language Teaching N_{tot} = 748 (1987)	21%	9%	7%	16%
Certified for Foreign Language Teaching at the Elementary School Level but Not at the Secondary Level (1997 only)	----	3%	2%	8%
Certified for Foreign Language Teaching at the K-12 level (1997 only)	----	25%	26%	21%
Certified in a Different Foreign Language from the One They Teach (1997 only)	----	9%	9%	8%
Certified in More than One Foreign Language (1997 only)	----	34%	35%	34%
Others Who Are Not Certified (1997 only)	----	11%	8%	33%
Not Certified at All (1987 only) N_{tot} = 666 (1987)	9%	----	----	----

Note: 1997 data refers to percentage of secondary schools with one or more teachers with specific teacher qualifications; 1987 data refers to percentages of secondary schools with some, most, or all teachers who have specific teacher qualifications. Totals add up to more than 100% because respondents could check more than one response.

Staff Development and In-Service Training

As in 1987, respondents were asked whether any of the language teachers at the school had participated in staff development or inservice teacher training during the last year, and if so, in what kind.

Participation in staff development and in-service teacher training has increased significantly in the past decade. In 1997, over two-thirds (67%) of elementary schools that offer foreign language classes reported that their language teachers had participated in staff development or in-service training during the past year. This compares to only about half of the elementary schools with foreign language programs (53%) in 1987. (See Table 26 and Figure 27.)

BEST COPY AVAILABLE

Table 26. Elementary Language Teachers Participated in Staff Development or Inservice Training During the Past Year, 1987 and 1997

	Total	Public	Private
1997	67%	73%	60%
1987	53%	60%	42%

From 1987 to 1997, there were considerable increases in the percentages of both public and private elementary schools with language teachers who had participated in staff development during the last year (public: 73% in 1997; 60% in 1987; private: 60% in 1997; 42% in 1987). In 1997, a smaller percentage of suburban schools (both public and private) had teachers who had participated in training than schools in other settings (Public: 78% urban, 78% rural, 58% suburban; and Private: 67% urban, 58% rural, 54% suburban). Staff development for language teachers also varied across geographic conference regions: Pacific Northwest Council for Languages (PNCFL) (77%), Southern Conference on Language Teaching (SCOLT) (72%), Central States Conference on the Teaching of Foreign Languages (CSC) (66%), Northeast Conference on the Teaching of Foreign Languages (NEC) (66%), and Southwest Conference on Language Teaching (SWCOLT) (58%).

At the secondary school level, over three quarters (76%) of schools with foreign language programs reported that their language teachers attended staff development or in-service training, a statistically significant increase from 1987 (69%). (See Table 27 and Figure 28.) Although there were considerable increases in the percentages of both public and private schools reporting this from 1987 to 1997, there was little variation by school type at the secondary level in 1997 (77% public; 73% private). Higher percentages of high school teachers were participating in staff development than were teachers of middle school/junior high (84% high school; 68% middle school/junior high) in 1997. Participation in inservice training varied somewhat by the setting of the teacher's school within public (83% suburban; 80% urban; 73% rural) and private schools (82% urban; 69% suburban; 66% rural).

BEST COPY AVAILABLE

Table 27. Secondary Language Teachers Participated in Staff Development or Inservice Training During the Past Year, 1987 and 1997

	Total	Public	Private
1997	76%	77%	73%
1987	69%	69%	66%

In addition, incidence of staff development activities increased with the size of the school (59% small; 81% medium; 85% large; 90% largest). There was also variation across geographic conference regions: Northeast Conference on the Teaching of Foreign Languages (NEC) (88%), Central States Conference on the Teaching of Foreign Languages (CSC) (78%), Southern Conference on Language Teaching (SCOLT) (72%), Pacific Northwest Council for Languages (PNCFL) (70%), and Southwest Conference on Language Teaching (SWCOLT) (68%).

Types of Staff Development and Inservice Training

Approximately 56% of the elementary schools and 69% of the secondary schools whose language teachers had participated in staff development during the last year provided information about the type of staff development or inservice training attended. Because respondents providing this additional information may have given one or multiple answers (and the responses are not mutually exclusive), percentages for the categories add up to more than 100%. In addition, since the question was open ended, some respondents provided very general information or merely listed the examples of training that were mentioned in the survey question.

Elementary Schools

The most frequently cited staff development activity at the elementary level was workshops. Over half (54%) of the elementary school respondents who provided information about the type of training said that teachers at their school had attended workshops during the last year. (See Table 28 and Figure 29.) Respondents either indicated that their teachers had attended language teaching-related workshops (e.g., FLES workshops, Spanish as a Foreign Language workshops, University of Maryland/Baltimore County Spanish Teacher Day, and monthly bilingual department workshops) or more general teaching- or classroom-related workshops (e.g., global awareness, tactics, philosophy, culture and arts, elements of instruction, reading, and self esteem).

BEST COPY AVAILABLE

More than four out of ten schools (41%) reported that their foreign language teachers had attended local, regional, state, or national conferences/language conferences during the same time period. Respondents either did not specify the nature of the conference, or provided specific information about whether it was a language conference (e.g., Advocates for Language Learning [ALL] Conference, Connecticut Council on Languages Teachers [COLT] Conference, foreign language standards conference, bilingual conference) or a more general conference (e.g., reading conference, independent school conference, or state conference).

Approximately three out of ten schools (28%) reported that their teachers had received instruction or training in methodology.

Fourteen percent (14%) of elementary schools reported that their foreign language teachers had observed master teachers or other teachers as a mode of training. Some respondents specifically indicated observing master or mentor teachers; others mentioned visiting the classrooms of teachers at other schools, observing teachers in their school, or acting as peer teachers.

Approximately 10% of the responding elementary schools said that their teachers had receiving language training (training in the foreign language itself) during the last year.

Another 6% of schools reported that their foreign language teachers had participated in student teaching activities during the last year (although it is not known whether the teachers were student teachers themselves or served as supervisors to student teachers).

Nearly four out of ten schools (37%) reported "other" staff development activities, including general and specific mentions of inservice training (e.g., regular, district, and self-designed), language-related and general university classes, training in curriculum development, technology training (e.g., computers, Internet), training in assessment/testing (e.g., general, writing, oral proficiency), study abroad or travel to other countries, training related to the national standards or state frameworks for foreign language learning, oral proficiency training, and training in TV/satellite instruction. Other training activities included such topics as teacher/student issues, literacy, Reading Recovery, peer mediation, behavior management, lesson design, instruction management, school improvement, classroom management, supervision, study skills, thinking skills, multiple intelligences, to list only a few.

Secondary Schools

Workshops were the most frequently reported staff development activity at the secondary level. Seventy-one percent (71%) of responding schools reported that their foreign language teachers had attended workshops/language workshops during the last year. (See Table 29 and Figure 30.) This category also included a substantial number of schools whose teachers had received language training, or training in the foreign language itself. Respondents reported a wide range of language workshops (e.g., immersion workshops, language seminars, Montana Association of Language Teachers spring workshop, state/regional language association sponsored workshops) as well as a range of general workshops on a variety of topics (e.g., literacy, advanced placement, critical skills, writing, motivation, culture, publisher workshops, pre-school workshops). Many respondents simply listed "workshop" or "language workshop" and did not specify the name or type. In addition, this category included language training responses, some of which were specified (e.g., language training in Europe, intensive language weeks, training by the French Consulate of California, German immersion weekend), and others which were not.

More than six out of ten (62%) secondary schools reported that their foreign language teachers had attended local, regional, state, or national conferences/language conferences. Some respondents indicated the names of language conferences (e.g., American Council on the Teaching of Foreign Languages [ACTFL], Modern Language Association [MLA], Montana Association of Language Teachers, Southern Conference on Language Teaching [SCOLT], American Classical League, and Northeast Conference on the Teaching of Foreign Languages. Other respondents specified types of conferences (e.g., oral proficiency/interviewing conferences, translation skills conference, Advanced Placement conferences, teacher conferences, independent schools convention, culture conference). Many respondents did not specify the type of conference attended.

One quarter (25%) of the responding secondary schools said that their teachers received instruction in methodology during the last year. Respondents who specified training mentioned such things as "dual language methodology, "Rassias methodology," "teaching methods training," "FLES methodology and practice," and "Advanced Placement methodology."

Twelve percent (12%) of secondary schools indicated that their teachers had either observed master or mentor teachers, or that they had observed other teachers as a training

activity (e.g., peer observation, observing other teachers, observation of foreign language teachers at other schools).

Seven percent (7%) of the schools reported that teachers were involved in or had participated in student teaching activities. Of those who specified, some had participated in student teaching while others had coordinated or supervised student teachers.

More than four out of ten schools (42%) reported "other" staff development activities, including technology training (e.g., Internet, computer training, software training, computer-assisted language learning [CALL] courses), training in assessment/testing (e.g., oral proficiency interview [OPI] training, proficiency standards workshop, Simulated Oral Proficiency Interview [SOPI] training, evaluating writing and oral [skills], authentic assessment, performance assessment, alternative assessment, portfolio assessment, testing); training in curriculum development (e.g., curriculum writing, curriculum planning, curriculum design, state curriculum standards development, curriculum revision); training related to the national standards or state frameworks for foreign language learning (Framework design—Goals 2000, Nebraska Frameworks Project, state standards, standards implementation, working on foreign language commission for state standards); training in TV/satellite instruction (e.g., training in ITV, distance learning, satellite broadcast); and travel abroad.

A variety of other types of training mentioned included cultural sensitivity, teaching strategies, writing skills, learning styles, adapting materials to block schedules, team teaching techniques, classroom management, multiple intelligences, conflict resolution, sex discrimination, crisis management, CPR, leadership, K-12 certification, learning disabilities, thinking skills, and brain-based learning, to name a few. Respondents also mentioned language-specific training activities such as "Survival Spanish" program, job sharing with language teachers city wide, training in Total Physical Response (TPR) storytelling, language networking, articulation and achievement project, cultural activities, cooperative learning, textbook adoption, peer training, interdistrict articulation, language lab training, Helena Curtain's workshops, teacher exchanges, and foreign language festivals, among others.

Table 28. Type of Staff Development or Inservice Teacher Training Attended by Elementary Teachers, 1997 (weighted data)

Staff Development	Total $n_{tot} = 254$	Public $n_{tot} = 152$	Private $n_{tot} = 102$
Workshops	54%	54%	53%
Conferences/Language Conferences	41%	44%	36%
Methodology Instruction	28%	24%	33%
Observing Master Teachers/ Other Teachers	14%	11%	18%
Language Training	10%	13%	6%
Student Teaching	6%	6%	6%
Other	37%	43%	27%

Note: Totals add up to more than 100% because respondents could check more than one response.

Table 29. Type of Staff Development or Inservice Teacher Training Attended by Secondary Teachers, 1997 (weighted data)

Staff Development	Total $n_{tot} = 960$	Public $n_{tot} = 833$	Private $n_{tot} = 125$
Workshops/Language Workshops/ Language Training	71%	69%	82%
Conferences/Language Conferences	62%	62%	62%
Methodology Instruction	25%	26%	15%
Observation/Observing Master Teachers	12%	11%	18%
Student Teaching	7%	8%	6%
Other	42%	44%	29%

Note: Totals add up to more than 100% because respondents could check more than one response.

Extent to Which Language Teachers use the Foreign Language in the Classroom (Secondary schools only)

Although still low, there was a slight increase in the percentage of secondary foreign language teachers who speak in the target language most of the time in the classroom. Because there were differences in the format of this question between 1987 and 1997, no statistical significance tests were conducted on the data.[6]

In 1997, one in five (21%) responding secondary schools reported that their language teachers use foreign language in the classroom *75% to 99% of the time*, and another 1% reported that classes are conducted in the foreign language *100% of the time*, for a total of 22%. In 1987, nearly one in five (18%) of the responding schools reported that the typical language teacher used the foreign language in the classroom *75% to 100% of the time*. (See Figure 31.)

In 1997, approximately half (47%) of the secondary school respondents reported that their foreign language teachers use the foreign language in the classroom between 50% to 74% of the time. In 1987, a little over half (54%) of the responding schools reported that the typical foreign language teacher uses the foreign language in the classroom between 50% to 74% of the time.

In 1997, nearly a third (32%) of the schools reported thinking that language teachers use the foreign language in the classroom less than 50% of the time. In 1987, 28% of the responding schools reported that the typical language teacher used the foreign language less than 50% of the time.

Schools' Characterization of Foreign Language Programs

Schools were asked to characterize the problems and successes encountered by their foreign language programs. In 1987, schools were asked only about the most serious problems they saw confronting their foreign language program. In 1997, the format and wording of this question were changed in an attempt to make it easier for schools to respond, and also to give respondents an opportunity to provide information about positive aspects of their foreign language program as well as the challenges (or problems). Because of these considerable format and wording differences from 1987 to 1997, caution should be taken when interpreting changes over time.[7]

Elementary Schools: Areas of Success

The 1997 survey indicates some particular areas of success at the elementary level. The most positive finding is that the vast majority of elementary schools (90%) with foreign language programs were pleased with the quality of foreign language teaching. This was true for both public and private schools (89% public; 92% private). (See Table 30.)

It is also encouraging to see that more than 8 out of 10 responding elementary schools were pleased with school support and community support for foreign language instruction (84% and 83% respectively). Private schools were considerably more pleased than public schools with school support (79% public; 93% private) and somewhat more pleased with community support (81% public; 88% private). (See Table 30.)

Additionally, a majority of elementary schools were pleased with the quality of foreign language materials (77%) and with the quality of the foreign language curriculum framework/guidelines (72%). This is in contrast to the 1987 finding where a lack of quality materials and lack of an established curriculum or guidelines were major problems. (See Tables 30 and 32.)

Of the additional comments received by elementary schools, one respondent touted that "Early intervention in language [is] a big asset."

Elementary Schools: Areas of Concern

Several issues continue to be areas of concern for elementary schools. Shortage of funds for foreign language instruction, inadequate in-service training, and inadequate sequencing from elementary into secondary school classes were considered major problems in 1987 and continue to be areas in need of improvement in 1997. In 1987, the shortage of teachers was considered a major problem among respondents; the ratio of teachers to students remains an issue in 1997. (See Tables 30 and 32.)

Academic counseling for language class selection, the quality of pre-service preparation of foreign language teachers, and the adequacy of foreign language placement tests were additional areas of concern for elementary schools with language programs in 1997. (See Table 30.)

The few additional written comments included by elementary school respondents focused on funding and sequencing/articulation. Regarding funding, one respondent noted that "Parish-level support is non-existent and no materials are provided." Several comments were received regarding sequencing and articulation. One respondent indicated that they "Don't feel [the] middle school has [a] proper program for students." Another high school respondent noted that there are "No Japanese programs for K-8 grade levels."

Secondary Schools: Areas of Success

Areas of success at the secondary level included the finding that more than 9 out of 10 secondary schools (91%) were pleased with the quality of foreign language teaching. This was true for both public and private schools (91% public, 90% private). (See Table 31.)

Additionally, a majority of secondary respondents were pleased with the quality of foreign language materials (78%) and the quality of the foreign language curriculum/guidelines (78%). It should be noted that a lack of quality foreign language instructional materials was considered a major problem by secondary respondents in 1987. (See Tables 31 and 32.)

Another positive trend is that three out of four secondary schools were pleased with school support for foreign language instruction (75%). Again, more private school respondents were pleased (73% public; 83% private). (See Table 31.)

Of the additional positive comments included by schools, respondents wrote that "Our programs grow with each individual's progress" and "[Ours is] one of the strongest programs in the state."

Secondary Schools: Areas of Concern

The shortage of funds, shortage of teachers, inadequate sequencing, lack of quality materials, poor academic counseling, and inadequate in-service training were all major problems in 1987 for secondary schools with foreign language programs. Many of these same issues continue to be areas of concern in 1997. (See Tables 31 and 32.)

Sequencing/articulation from elementary into secondary school foreign language classes was the most frequently cited concern for secondary schools in 1997, followed by the quality of inservice training, academic counseling for language class selection, amount

of funding for foreign language instruction, adequacy of foreign language placement tests, and the ratio of foreign language teachers to students. (See Table 31.)

Additional comments included by secondary schools focused on the issues of funding, quality of materials, sequencing and articulation, adequacy of the foreign language tests, and teacher training.

Several respondents elaborated regarding funding issues. They included "[The] system [is] conservative/confined by budgetary lids," and "Without appropriate funding [we] won't do an adequate job." Finally, one school commented that some funding is "Coming out of teachers' personal income."

Comments about the quality of materials included "[The] administration attitude [is] apathetic regarding basic materials,"and that there are " Outdated materials," and "Ragged textbooks."

One respondent commented about sequencing and articulation, saying that "Foreign language should be taught since Kindergarten." One school noted that there is "Promotion of students to higher levels when [they are] barely passing." Another high school respondent said "There is not a K-8 foreign language program." Several noted that there is no foreign language supervisor.

Concerns regarding the adequacy of foreign language placement tests included "Placement tests [are] school based/no[t] standards[-based]." Another said they "Don't have but need placement tests."

Table 30. Elementary Schools Characterize their Foreign Language Programs, 1997

Program Characteristic	Displeased	Pleased
Academic Counseling	**49%**	51%
Quality of inservice training	**48%**	52%
Quality of pre-service preparation of foreign language teachers	**47%**	53%
Amount of funding for foreign language instruction	**46%**	54%
Adequacy of foreign language placement tests	**43%**	57%
Sequencing (articulation) from elementary into secondary foreign language classes	**40%**	61%
Ratio of foreign language teachers to students	39%	61%
Adequacy of foreign language proficiency tests	37%	64%
Realistic expectations of the public/parents regarding foreign language instruction	29%	71%
Quality of foreign language curriculum framework/guidelines	28%	72%
Quality of foreign language materials	24%	**77%**
Community support for foreign language instruction	17%	**83%**
School support for foreign language instruction	16%	**84%**
Quality of foreign language teaching	10%	**90%**
Other	38%	63%

Note: In 1997, if 40% or more of the schools indicated that they disagreed/strongly disagreed that they were pleased with a foreign language program issue, that issue was considered one of the most frequently cited "displeasing" program characteristics. If 75% or more of the schools agreed/strongly agreed that they were pleased with an issue, it was considered one of the most frequently cited "pleasing" program characteristics. A range of other program issues fall between. Some totals for program characteristics may add up to more than 100% because of rounding.

BEST COPY AVAILABLE

Table 31. Secondary Schools Characterize their Foreign Language Programs, 1997

Program Characteristic	Displeased	Pleased
Sequencing (articulation) from elementary into secondary school foreign language classes	**58%**	43%
Quality of inservice training for foreign language teachers	**51%**	49%
Academic counseling for language class selection	**51%**	48%
Amount of funding for foreign language instruction	**48%**	53%
Adequacy of foreign language placement tests	**45%**	56%
Ratio of foreign language teachers to students	**40%**	60%
Realistic expectations of the public/parents regarding foreign language instruction	37%	63%
Quality of pre-service preparation of foreign language teachers	35%	65%
Adequacy of foreign language proficiency tests	35%	65%
Community support for foreign language instruction	32%	68%
School support for foreign language instruction	26%	**75%**
Quality of foreign language materials	22%	**78%**
Quality of foreign language curriculum framework/guidelines	22%	**78%**
Quality of foreign language teaching	9%	**91%**
Other	50%	50%

Note: In 1997, if 40% or more of the schools indicated that they disagreed/strongly disagreed that they were pleased with a foreign language program issue, that issue was considered one of the most frequently cited "displeasing" program characteristics. If 75% or more of the schools agreed/strongly agreed that they were pleased with an issue, it was considered one of the most frequently cited "pleasing" program characteristics. A range of other program issues fall between. Some totals for program characteristics may add up to more than 100% because of rounding.

BEST COPY AVAILABLE

Table 32. Major Problems Confronting Foreign Language Instruction in Elementary and Secondary Schools, 1987

Major Problem	1987 Elementary	1987 Secondary
Shortage of Funding	53%	52%
Inadequate Inservice Training	15%	17%
Poorly Trained Teachers	11%	6%
Not Enough Teachers	34%	25%
Lack of Quality Materials	30%	23%
Lack of Established Curriculum	26%	10%
Inadequate Sequencing from Elementary to Secondary	28%	25%
Poor Academic Counseling	3%	16%
Lack of School Support	10%	11%
Lack of Community Support	8%	13%
Inadequate Placement Tests	4%	7%
Inadequate Proficiency Tests	3%	6%
Unrealistic Public Expectations	8%	11%
Other	20%	24%

Assessment

Elementary Schools

Respondents from elementary schools indicated a wide range of strategies for assessing students' language proficiency. Seventy-seven percent (77%) said students take selected-response tests (multiple choice, matching, etc.) (71% for public, 85% for private), 71% use short-answer tests (62% for public, 82% for private), 70% ask students to prepare presentations or demonstrations (62% for public, 81% for private), 69% noted that students engage in authentic activities (68% for public, 71% for private), 67% of respondents indicated they use oral proficiency interviews (69% for public, 64% for private), 58% use translation exercises (44% for public, 76% for private), 47% indicated that they use student portfolios (48% for public, 46% for private), and 31% rely on student self-assessment (35% for public, 27% for private). (See Figure 32.)

A total of 33 respondents added written comments about assessment, many of them adding comments that reinforced the subcategory items they had already selected. A number of the respondents mentioned using a variety of other strategies for assessing

students' language proficiency, such as memory/recitation, informal assessment (such as teacher observation and anecdotal notes), and what one respondent called "receptive and productive assessment." Several other respondents listed various specific formal assessments, such as the Spanish Assessment of Basic Education (SABE), the Language Assessment Scales (LAS) Test, and the National Latin Exam. Others stated that there was no assessment in place in their schools, while one noted that assessment instruments were being developed together with a new language program.

Secondary Schools

Respondents from middle school/junior highs and high schools indicated a range of strategies for assessing students' language proficiency. Ninety-eight percent (98%) have students take selected-response tests (96% for middle school/junior high, 99% for high school); 95% said students take short-answer tests (92% for middle school/junior high, 97% for high school); 90% ask students to prepare presentations/demonstrations (85% for middle school/junior high, 94% for high school); 88% use translation exercises (82% for middle school/junior high, 89% for high school); 85% have students engage in authentic activities (81% for middle school/junior high, 90% for high school); 78% indicated using oral proficiency interviews (75% for middle school/junior high, 79% for high school); 47% use student portfolios (48% for middle school/junior high, 47% for high school); 41% use various other standard exams (18% for middle school/junior high, 58% for high school), and 39% rely on student self-assessment (42% for middle school/junior high, 38% for high school). (See Figure 33.)

When comparing public vs. private secondary schools, the differences were most apparent (7% or greater) for four assessment strategies. Public schools use more portfolios (48% vs. 41% of private schools) and student self-assessment (41% vs. 28% of private schools), while private schools use more translation activities (94% vs. 87% of public schools) and various standard exams (60% vs. 38% of public schools).

Many respondents provided written comments that reinforced the subcategory items listed above that they had already selected. A considerable number of respondents mentioned the use of various additional strategies for assessing language proficiency, including, from most frequent to least, writing (essays, compositions, poetry, journals, etc.), state and national language competitions, listening tests, oral assessments (tape recording readings, singing songs, choral responses), teacher-made assessments, and

research assignments. Other respondents mentioned using total physical response, peer assessment, and Internet activities for student evaluations.

Standards for Foreign Language Learning

Elementary Schools

Thirty-seven percent (37%) of elementary school respondents indicated that teachers in their schools were aware of the national *Standards for Foreign Language Learning* and/or state standards. Many more respondents from public schools (45%) indicated teacher awareness than from private schools (26%). (See Figure 34.) Among public schools, nearly the same percentage of respondents from urban, suburban, and rural settings noted teacher awareness of standards: 43%, 45%, and 45%, respectively.

There was some striking variation in teacher awareness from one region of the country to another. When respondents were grouped by foreign language conference area, those from the Northeast Conference on the Teaching of Foreign Languages (NEC), the Central States Conference on the Teaching of Foreign Languages (CSC), and the Southern Conference on Language Teaching (SCOLT) indicated similar rates of awareness (44%, 43%, and 40% respectively). Respondents from the Pacific Northwest Council for Languages (PNCFL) and the Southwest Conference on Language Teaching (SWCOLT) showed a lower awareness (32% and 10% respectively).

Over half of the elementary school respondents (57%) (who answered that their teachers were aware of the standards) noted that their schools' foreign language curricula had changed because of their awareness of the standards. Differences between public and private schools were relatively minor (58% and 54%, respectively). (See Figure 35.) Among public schools, however, a considerably higher percentage of urban schools (78%) indicated curriculum change than did rural (53%) or suburban (50%) schools.

The variation in amount of curriculum change from one regional foreign language conference area to another was large: 74% for the PNCFL, 67% for the NEC, 49% for both the SCOLT and the CSC, and 33% for the SWCOLT.

A total of 22 respondents added written comments to the question concerning whether their schools' curricula had changed due to an awareness of the standards. Of these, many had indicated that their foreign language curricula had *not* changed due to an awareness of standards. Of this group, some noted that their curricula were based on

standards-like principles before standards were developed. These respondents wrote: "It [our curriculum] always was in line with the SOLs [Standards of Learning]," "We were already doing those things," and "I feel that we have been striving towards these standards." It is important to note that despite these respondents' having said that their curricula had not changed because of the standards, they acknowledged that their curricula do meet the objectives of standards.

The additional respondents who said that their curriculum had not changed commented that their foreign language curricula were currently being revised, there was a lack of time and money for making changes, there was currently no curriculum in place, and their curriculum addressed student needs but was not based on standards.

A considerable number of respondents who added comments had answered that their curricula *had* changed due to the standards. Among these, respondents reaffirmed the influence of standards on their curricula in a general manner ("Program has evolved with national and state standards as guides"), mentioned specific aspects of their curricula that have changed ("Activities focusing on authentic use of the language are emphasized"), and noted current or future changes ("This is the first year for our elementary school program and we are still working on structure and continuity").

A number of those who added written comments either had not responded to the question about standards, or had responded both affirmatively and negatively. These respondents wrote that their schools just received copies of the standards, they were in the process of making changes, change had occurred in some classes but not others, and that they didn't know how to answer the question. Some of these comments suggest that even though changes have not been fully implemented in foreign language curricula, schools are in the process of revising curricula to reflect the goals of the standards.

Secondary Schools

More than six out of ten (62%) secondary school respondents that have foreign language programs at their schools indicated that teachers at their schools have an awareness of the national *Standards for Foreign Language Learning* (1996) and/or their state's version of the standards. A higher percentage of public schools indicated teacher awareness of the standards than did private schools (63% public; 54% private). (See Figure 34.) Looking at public schools in greater depth, suburban schools indicated a higher rate of awareness than did urban and rural schools (78%, 65%, and 56%, respectively).

There was also variation according to foreign language conference region: 78% for NEC, 64% for the CSC, 56% for SCOLT, 51% for the SWCOLT, and 51% for the PNCFL.

Furthermore, 68% of high school respondents indicated teacher awareness of standards, compared to 57% of those from the middle school/junior high level.

Over half (56%) of secondary school respondents (who answered that their teachers were aware of the standards) indicated that their schools' foreign language curricula *had* changed due to an awareness of standards. Considerably more respondents from public schools (58%) noted change compared to private schools (44%). (See Figure 35.) Among public schools, 61% of those from suburban areas indicated a change in their curricula, while 58% of those in urban settings, and 56% in rural schools did so.

Differences emerged regarding curriculum change in response to awareness of the standards when respondents were grouped by foreign language conference region: 66% for the NEC, 60% for the PNCFL, 56% for the SWCOLT, and 51% for both the SCOLT and the CSC.

There was little difference between high school (56%) and the junior high/middle school level (53%) when comparing changes due to the standards.

A total of 110 respondents provided written comments to the question concerning whether their schools' curricula had changed due to an awareness of the standards. Among these, considerably more respondents had answered that their schools' curricula *had* changed than that it had *not*.

Of those who answered that their curricula *had* changed, many noted that their curricula were aligned with foreign language standards or that their curricula embodied standards-like principles prior to the development of actual standards. A large number of these respondents commented on specific features that had changed in their schools' foreign language curricula due to an awareness of the standards. They noted that their curricula have a greater focus on proficiency ("we have become more proficiency oriented," "Indiana is adopting proficiency-based instructional guidelines"), others mentioned an increased emphasis on assessment ("assessment in four skill areas," "we have been

emphasizing...authentic assessment"), while others wrote that either new instructional levels or requirements had been added to their curricula. In some cases, respondents commented on two specific areas of change, such as assessment and proficiency. Other respondents citing specific changes to their curricula mentioned integrating more projects on culture, making the curriculum more activity-based, adding an aural/oral emphasis, teaching "structure through culture," and creating a new teacher position.

A considerable number of respondents noted that their foreign language curricula were in the process of being changed or revised. Representative comments include: "We are currently involved in a system-wide curriculum revision so that we may meet standards," "Curriculum update and implementation 1995-96," "Curriculum committee currently rewriting objectives," "In the process," and "We all have the national and state standards and are working toward them."

Other comments that did not readily fit into a category range from "I'd like to know more about standards" to "It is one of the main objectives of the school to improve the foreign language program this year" to "I am aware of the standards but the other (non-foreign language) teachers are not."

Some respondents wrote that they were just becoming aware of standards or that standards had just been introduced to their schools. Respondents noted: "These standards were just introduced this year to our school (1996)," "Teachers are just becoming educated on standards/are experimenting (some)," "We have just received them and hope to implement some changes," and "We are just becoming aware of the national standards and are at the beginning stage of implementing them in and throughout our program."

According to a small number of respondents, teachers and administrators were actively involved in developing standards at the district or state level. One respondent wrote, "Our assistant principal, a former language teacher, served on state standards committee," while another respondent commented, "Several of us are involved in state standards task force, which will make its way down to district curriculum writing within next year or two."

Finally, a few respondents stated that they were aware of standards but their schools/districts lacked the funds and professional development to implement them. These respondents stated that "Knowing the best procedures and techniques does not mean there

is training, conferences, or money for implementation" and "We know what we should be doing and what we need to do—however, with no elementary/middle school program and no funds—virtually impossible."

What is perhaps most striking about the written comments of those who answered that their language curricula *had* changed is the extent to which an awareness of standards has changed foreign language curricula even for those respondents who reveal that they have just become aware of standards or are in the beginning stages of curriculum revision. For respondents who cited a lack of funding and professional development opportunities as obstacles to implementing standards, it is noteworthy that in the face of such problems they acknowledged that an awareness of standards has changed their foreign language curricula.

Among those who had answered that their curricula had *not* been influenced by standards, a considerable number commented that their foreign language curricula met standards-like goals prior to the actual development of standards. Representative comments include: "We were already working toward the goals established in the standards," "We were pretty much on target as it was," "Our requirements were more stringent than national standards and still are," "We were beyond the standards because we developed our own curriculum three years ago," and "We have followed consistently what is now a part of the written standards."

According to another group of respondents who had answered that their curriculum had not been influenced by the standards, changes will occur in their foreign language curricula to ensure alignment with standards.[8] Respondents noted, "We have a goal to study the national and state standards and align them with our own," "We keep up to date, and teachers will change because of last year's publication of standards," and "We will work on a county-wide foreign language curriculum in the near future." This category of responses is significant because when the number of those whose curricula were already aligned with standards are combined with those who are planning to align their curricula with standards, the total number of respondents is large.

VI. Discussion

This section discusses implications of the survey results for foreign language education in the U.S. at elementary and secondary levels. Not all of the findings are reviewed in detail here. Instead, we will discuss findings about specific questions in terms of current trends and research in foreign language teaching and will draw conclusions on that basis. The discussion will follow the same general order in which the findings were presented in the results section: amount of foreign language instruction, foreign languages taught, foreign language program types, foreign language curriculum, teacher qualifications and training, and national standards on foreign language learning.

A. Amount of Foreign Language Instruction

Results of the present survey show that almost one in three (31%) elementary schools nationwide are now offering foreign language, a statistically significant increase of nearly 10% since 1987. This represents over a 40% increase in the percentage of elementary schools offering foreign language instruction ten years ago.

As was true in 1987, twice as many private than public elementary schools are now offering foreign language instruction. However, the inclusion of foreign languages in the curriculum has increased significantly in both public and private schools, most dramatically in the private schools (from 34% to 53%).

It is promising to note that more than half (54%) of the elementary schools without foreign language programs (compared to 50% in 1987) are interested in offering foreign language instruction in their schools. It is hoped that by the year 2007 (the time of our next survey), a large number of these interested schools will have implemented elementary foreign language programs.

The increase of foreign language instruction at the elementary level can be attributed to at least four factors: 1) greater advocacy efforts by parents, schools, the foreign language profession, and the public because of increased awareness of the need for early foreign language instruction; 2) increased professional development activities, research, national standards development, publicity, and information dissemination on the part of language-related organizations in the past decade (e.g., the National Network for Early Language Learning [NNELL], the American Council on the Teaching of Foreign Languages [ACTFL], the Joint National Committee for Languages [JNCL], the national associations of foreign language teachers [AATs], the National Foreign Language Centers [NFLCs],

regional language conferences, etc.; 3) the increasingly global and less isolated position of the United States in the world community; and 4) changing demographics and the increasingly multicultural and multilingual nature of today's school children.

As was true in 1987, the majority of secondary schools are now offering foreign language instruction to their students. However, in contrast to the increase in language instruction in elementary schools during this period, the percentage of secondary schools teaching foreign language remained stable—87% in 1987 and 86% in 1997.

In 1987, we had stated that "it is hoped that within the next decade *all* secondary schools will have the motivation and resources to offer foreign languages." At that time, we were encouraged to see that nearly seven out of ten (69%) of the secondary schools that were not offering foreign languages had indicated that they would be interested in having foreign language instruction at their schools. Now, ten years later, approximately the same percentage of secondary schools offer foreign language instruction, and of those that are not, approximately the same percentage (68%) say that they would like to. These results warrant a follow-up study to determine exactly why, despite their continued interest, these schools have not yet begun language instruction.

It is anticipated that the number of elementary and secondary programs will increase as more and more parents and educators work together to create and maintain language programs that will allow students to attain the proficiency needed to communicate and participate in our increasingly interconnected world.

B. Foreign Languages Taught

Spanish is the most commonly taught language in the elementary schools, increasing significantly since 1987. French, Spanish for Spanish Speakers, German, Japanese, and Latin are the next most frequently offered elementary school foreign languages. However, while the percentage of schools offering Spanish for Spanish Speakers and Japanese has increased over time, the percentage of schools offering all other languages has remained fairly stable or decreased over time.

Of the top four languages—Spanish, French, German, and Latin—taught at the secondary level, only Spanish has increased significantly since 1987, while the other three languages have remained stable. There were also significant increases in Spanish for

Spanish Speakers, Japanese, and Russian programs, with all other languages remaining stable or decreasing over time.

The rise in the percentage of both elementary and secondary schools offering Spanish was expected because of the increasingly important role of Spanish in this country. The increase in Spanish for Spanish speakers programs at both elementary and secondary levels is exciting. This trend is a result of the growing numbers of native Spanish speakers in the schools and the heightened awareness among school administrators and teachers of the importance of helping children maintain their bilingualism by offering instruction in their mother tongue.

When reviewing the survey results for the most often taught languages, it is beneficial to also look at data from other sources on the number of children in the U.S. who already speak these languages. For example, a study of federally-funded Title VII Systemwide Projects serving limited English proficient students showed that Spanish was by far the largest language group served (162,341 students) (Bilingual Education Act, *Improving America's School Act*, 1994). In comparison, the second largest group, Chinese/Cantonese/Mandarin, served 9,652 students. Also included in the top ten language groups, in descending order by number of students served, are Armenian, Vietnamese, Haitian Creole, Hmong, Laotian, Tagalog, Korean, and Filipino. It is certainly in the best interest of this country, in our desire to create a language competent society, to increase our efforts to provide language instruction in Spanish and other key languages to children who already have basic bilingual skills.

The decrease in the percentage of elementary schools with German and Chinese programs was surprising in that it runs counter to what language educators sense is happening in the field. Many believe that the number of elementary programs in these languages is actually growing.

The increase in Japanese instruction in both elementary and secondary schools is promising. Factors affecting this increase may include a heightened interest in Japanese language and culture, an increase in business and diplomatic ties with Japan, and Japanese government and private support from Japanese groups for training and materials.

The increase in the percentage of secondary schools offering Russian was a pleasant surprise. Some educators had assumed that Russian program offerings were

declining because of the decreasing number of high school students taking the Russian Advanced Placement (AP) test. However, the American Council for the Teaching of Russian (Dan Davidson, personal communication, May 17, 1998) cites several factors that might have contributed to the increase in programs at the secondary level: 1) the opening up of the Russophone world in the late 1980s under Gorbachev and the opportunities that emerged for school linkages and exchanges with U.S. government support, especially the Presidential High School Academic Partnership Program that matches Russian-teaching schools in America with special English-language schools in the former Soviet Union for exchanges, collaborative projects, and homestays; 2) the creation of a communicatively designed basal textbook series that provides a comprehensive four-year program for junior high and high school students; and 3) a strong program of teacher professional development supported by the National Endowment for the Humanities from 1987-1996 at Bryn Mawr College and expanded opportunities for high school teachers to receive professional training in summer seminars in Russia.

It is interesting to examine the apparent current mismatch between the high school and college program offerings and enrollments in Russian and Japanese. The secondary school results from this survey were compared with the results of the Modern Language Association's 1995 survey of higher education institutions (Brod & Huber, 1997). The MLA survey indicated that from 1990 to 1995, college and university enrollments had decreased in both Russian (a 45% decrease) and Japanese (a 2% decrease), where this survey found significant increases in secondary Russian programs and in Japanese in both elementary and secondary programs from 1987 to 1997. Although a direct comparison of these results is not possible due to differences in what each survey measured (percentage of elementary or secondary schools offering foreign languages vs. percentage change in university foreign language program enrollments), it is important to note general trends at both levels. How will the current Japanese and Russian high school students continue their language study in college? It would certainly be in the students' best interest for the universities and high schools to coordinate the sequence of language instruction in order to better plan for effective articulation from the secondary to higher education levels. The survey findings indicate a need for colleges and universities to take a careful look at the complete sequence of instruction before eliminating university foreign language programs (in this case Russian) that may be needed by incoming secondary students.

In summary, it is evident from the survey results that Spanish is overwhelmingly becoming the language of choice at all levels of schooling. However, survey results also

lead us to conclude that elementary and secondary schools need to promote programs in a variety of foreign languages so that U.S. students and workers will gain the language proficiency and cultural knowledge necessary for communicating with *all* of our world neighbors and for successfully participating and competing in our global society.

C. Program Types

In 1997, the most common type of foreign language program offered by 45% of elementary schools with foreign language programs provides only introductory exposure to the language. This foreign language experience/exploratory (FLEX) model does not aim at a high level of proficiency because of the limited exposure that the program provides. The next most common program model, foreign language in the elementary school (FLES), representing 34% of programs, sets higher goals, though still does not usually expect students to become proficient.

In contrast, about one fifth of the elementary foreign language programs provide instruction in which students are likely to attain a high level of fluency, as recommended in the goals of the national standards. These programs include the intensive FLES (13%) and foreign language immersion (partial, total, or two-way) program models (8%).

Although the foreign language profession is more aware than ever of the benefits of a long sequence of foreign language instruction in one language, the trend in elementary school program offerings is not in that direction. There are fewer FLES programs and more introductory/exploratory-type (FLEX) programs now than a decade ago.

There are many possible reasons for the increase in the exploratory-type programs. It may be that the 9% increase in the overall percentage of elementary schools offering foreign language instruction is largely due to the creation of new programs following the FLEX model. Another possibility is that schools that previously offered FLES instruction have changed their format to FLEX.

Why are schools choosing or changing to a FLEX model when research shows that a long sequence of instruction offered regularly each week and for a considerable amount of class time each day is necessary for students to gain proficiency in a foreign language? Three major reasons are suggested.

First, schools may be choosing the FLEX model because it is the least costly and most easily implemented program. With the inclusion of foreign language instruction in the recommended core curriculum of the *Goals 2000: Education America Act* (1994) and the development of the national *Standards for Foreign Language Learning* (1996), many states have instituted elementary foreign language recommendations, requirements and/or mandates. The FLEX model allows schools with limited funding to meet a minimum requirement for foreign language instruction with the least amount of expense and effort.

Further, a shortage of trained elementary foreign language teachers in the local area may make implementing an exploratory-type (FLEX) programs more desirable to schools. FLEX programs often use less proficient foreign language teachers. A trained foreign language teacher may travel from school to school within a district, but just as often the FLEX class is taught by a regular classroom who may or may not have a background in the foreign language.

Finally, it may be that some elementary schools have allotted such a limited amount of class time to foreign language instruction that FLEX is the only feasible option. Exploratory-type programs, not aimed at fluency, require very little instructional time (1-5% of class time weekly). (See Curtain & Pesola, 1994.)

Although a much smaller percentage of the foreign language programs offered by elementary schools aim at the high levels of proficiency recommended by the national standards, survey results do indicate a promising trend: immersion programs are increasing at the elementary level.

The increase in immersion programs can be attributed to more widespread knowledge regarding the effectiveness of foreign language immersion instruction. As these programs have come of age, research has shown that they are very effective in producing highly proficient graduates. Information about these types of programs is widely disseminated as well, through workshops, conferences, publications, and Internet databases.

Results of the survey show the pressing need for school districts to implement more intensive FLES and immersion programs. The outcomes of these programs are well worth the effort: high student foreign language proficiency, enhanced academic success in English and other subject areas, and the invaluable ability to communicate and compete in an increasingly global workplace and community.

As in 1987, almost all secondary schools in 1997 with foreign language programs offered standard classes that included listening, speaking, reading, writing, and culture. There was a significant increase in the past decade in the percentage of advanced placement classes offered as well as in language classes for native speakers. These increases show a modest trend to offer more advanced levels of instruction aimed at producing students competent in a second language and culture.

Although it is difficult to generalize from the survey data about the overall proficiency goals of the majority of the programs, there is great concern that most of the secondary foreign language classes offered do not aim at a high level of proficiency. This notion is supported by the limited number of hours per week of instruction (the most common amount of class time for most languages was five hours of instruction per week) and the very small percentage of schools offering conversation classes (4%) or regular subjects taught in other languages (2%). Survey results strongly suggest a need for more research and data collection on proficiency levels attained by secondary students. Even with the limited data on student proficiency from this survey, it is obvious that there is an urgent need for programs that allow students to achieve a high level of fluency in foreign languages and cultures. A lack of foreign language proficient and culturally savvy students and workers is a major problem for both our schools and our country facing the next century.

It is anticipated that we will see a need for more advanced, proficiency-oriented foreign language classes at the secondary level as greater numbers of students who are products of elementary foreign language programs enter middle and high schools.

D. Foreign Language Curriculum

Materials

Higher percentages of elementary and secondary schools with foreign language programs reported using all types of instructional materials in 1997 than in 1987. Teacher-made materials, audiovisual materials, and commercially published textbooks and workbooks continue to be the three most commonly used materials at both levels.

Computer-based instructional materials were also being used much more widely by both elementary and secondary schools in 1997 than in 1987. Computers are more

available in the schools than they were ten years ago, and advances in computer technology have provided new opportunities for interactivity that enhances learning. As a result, more computer-based foreign language instructional materials are being used.

However, we know little about how computer-based materials are being used to enhance elementary or secondary foreign language instruction. Further study is warranted to determine exactly how technologies are being used (how effectively, how creatively, to what extent, by whom, and for what types of instructional activities and purposes) in the foreign language classroom. In addition, it is important to investigate if technology is available to all types of schools or if only certain schools have access to these resources. Because of the dramatic increase in the use of technology in education, it is in language teachers' best interest to find out ways to better utilize technology to further quality language instruction.

Internet resources (e.g., Internet, electronic mail, World Wide Web, listservs) and other instructional technologies (e.g., satellite broadcasts, interactive television, distance learning) were being used by a significant number of elementary and secondary schools in 1997. Although we cannot generalize about how these technologies are being used from the results of the survey, we know anecdotally that in some foreign language classrooms students are using the Internet for research or to exchange e-mail correspondence in the target language with pen-pals in other countries. We also know anecdotally that some foreign language teachers find listservs useful for exchanging teaching tips with other teachers around the country and the world. Additionally, satellite broadcasts, interactive television, and distance learning are used by some schools as their medium of foreign language instruction.

Sequencing (Articulation)

Appropriate sequencing (articulation), an extremely important issue in the future of long sequence foreign language programs, is one of the major problems confronting both elementary and secondary schools today. Only a quarter of the elementary schools with foreign language programs indicated placing their students in middle school or high school classes where the course content and objectives are designed specifically to provide continuity from their prior level. Of those secondary schools with elementary foreign language instruction in their district, less than 10% placed students in courses designed to reflect their prior language level. Unfortunately, both elementary and secondary schools still tend to view themselves as separate entities. Much more collaboration and coordination

between the elementary, middle school/junior high and high school levels is needed to improve this situation. Without it, effective, long sequence foreign language instruction is nearly impossible.

Assessment

Overall, the two most commonly used student assessment instruments at both elementary and secondary levels are still fairly traditional: selected-response and short answer tests. After that, but to a lesser degree, both elementary and secondary schools are using alternative and proficiency-oriented assessments. These include student presentations, authentic activities, oral proficiency interviews, student portfolios, and student self-assessment. As more schools align their curricula with the national standards, it is anticipated that teachers will begin to incorporate more performance-based assessments into their teaching in order to more accurately be able to assess high levels of proficiency reached in communicative-based classes.

E. Teacher Qualifications and Training

Results regarding teacher qualifications indicate a definite need for more foreign language certification and training at the elementary level. Only about one fifth of responding elementary schools reported that one or more of their teachers were certified for elementary foreign language teaching. Implications for teacher training institutions are obvious. Universities and colleges need to strengthen their teacher preparation programs to train more elementary language teachers in response to the national shortage of qualified, foreign language certified elementary teachers.

In comparison, most of the responding secondary schools said that at least one of their foreign language teachers was certified to teach foreign languages at the secondary level. Despite their training, however, only slightly over one fifth (22%) of the schools reported that their teachers use the foreign language in the classroom most (75% to 100%) of the time (a slight increase from a decade ago). Why is only a small percentage of secondary teachers using the foreign language most of the time in the foreign language classroom? Teachers may need more professional development activities, especially language training and language immersion experiences, to become or remain proficient and comfortable using their foreign language. In addition, teachers may need regular in-service training to gain strategies in incorporating more target language use in the classroom.

At both elementary and secondary levels, the majority of schools reported that their teachers are participating in in-service training and professional development activities. However, these opportunities varied greatly at both levels, including many general education as well as foreign language education-specific activities. It is hoped that, when planning for professional development, schools will consider the importance of activities related to the betterment of the foreign language program and foreign language classroom instruction as well as those activities specifically aimed at improving or maintaining the foreign language proficiency of their teachers.

F. National Standards

It is very promising to see such a high awareness at both elementary and secondary levels of the national *Standards for Foreign Language Learning (1996)* and/or state standards, and that foreign language curriculum changes are being made as a result. Thirty-seven percent (37%) of the elementary school respondents and 62% of the secondary respondents said that their teachers were aware of the standards, and over half of both these groups said that their school's foreign language curriculum had changed in response. It is strongly hoped that in the future, as more and more schools become aware of the standards, curricula across the country will become more aligned with its five goals: communication in languages other than English, knowledge and understanding of other cultures, connections with other disciplines, comparisons allowing insight into the nature of language and culture, and participation in multilingual communities at home and around the world.

VII. Conclusion

The profile of foreign language instruction in the United States revealed by the survey shows that foreign language instruction in elementary schools nationwide in the last decade has increased by nearly ten percent overall (representing more than a 40% increase in the percentage of elementary schools offering foreign language instruction), and has stayed relatively stable at the secondary level. At both levels, more than half of the schools not currently teaching languages were interested in doing so in the future.

A number of positive trends, in addition to the increase in the percentage of elementary school programs, are evident from the survey results: (1) language classes for native speakers have increased dramatically at both elementary and secondary levels; (2) the teaching of less commonly taught languages has increased at the elementary level for Japanese and at the secondary level for Japanese and Russian; (3) computer-based instructional materials were used by a significantly greater percentage of schools in 1997 than in 1987 (although we have no data on the effectiveness of technology in the language classroom); (4) staff development and in-service training has increased significantly in the past decade in both elementary and secondary schools; (5) slightly more teachers at the secondary level are using the target language most of the time in the classroom; and (6) about half the schools teaching foreign languages said that their teachers were aware of national and/or state language standards; of those, over half the schools changed their curricula due to this awareness.

Despite these positive trends, there is still reason for serious concern about the limited number of K-12 long-sequence language programs that are designed to educate students linguistically and culturally to communicate successfully in the U.S. and abroad. Well-articulated elementary and secondary programs are still the exception rather than the rule, and intensive instruction that aims at a high level of proficiency, as outlined in the national standards document, is scarce.

Finally, although the increase in the percentage of schools offering Spanish is positive, it may be occuring at the expense of other languages. The proximity of the United States to Latin America and the growing number of citizens have made Spanish the language of choice in this country. In other major world powers, however, languages such as French and German are accorded more importance for competition in the global

economy. Therefore, it is critical that instruction continue in a variety of languages at the elementary level.

In the report of survey results ten years ago, we provided five recommendations for developing more rigorous foreign language programs, with instruction beginning in the early grades and continuing through high school until fluency is reached. It is interesting to look back at these recommendations in light of the current survey results to see how far we have progressed, if at all, in ten years. A review of the trends shows that we have progressed in some areas, but have stagnated and need stronger efforts in others.

The first recommendation was: **(1) encouraging the establishment of new programs, particularly those that start in the elementary school and aim at a high degree of proficiency.** The educational community has begun to address this issue. In the past ten years, almost ten percent more elementary schools have started teaching foreign language. There are more immersion programs than ten years ago, but there are also more of the introductory foreign language experience model that does not aim at a high level of profiency. School districts should continue to be encouraged to initiate comprehensive language programs with the aim of continuing instruction from elementary through high school in the same language until a commonly defined level of profiency is reached.

The second recommendation was: **(2) improving the sequencing patterns for those schools that already offer language classes in the early grades.** This is an area in which we have not seen any positive growth. In fact, fewer elementary schools than ten years ago plan an articulated sequence. In many school districts, no sequencing plan exists to ensure smooth continuation of foreign language study from one level to the next. It is recommended that all school districts offering foreign language instruction adopt a coherent and flexible sequencing plan that can accommodate the highly transient student population of today's schools.

The third recommendation was: **(3) offering more intensive foreign language programs.** Although there are more immersion programs at the elementary level than there were ten years ago, and more advanced placement and honors classes at the secondary level, overall there has not been a major increase in intensive programs. School districts need to provide more options to both elementary and secondary students, including immersion-type foreign language programs, where some regular subjects are taught in the

Perhaps the move toward block scheduling (classes meet 80-90 minutes/day) at the high school level will provide more opportunities for intensive language instruction.

The fourth recommendation was **(4) addressing the major problems outlined by principals and teachers responding to the survey, including shortage of funding, lack of teachers, lack of quality materials, and inadequate in-service training.** Shortage of funding for language programs continues to be a major obstance for schools, and this, of course, is one of the causes for shortage of teachers, materials, and in-service training. School districts need to constantly revisit the issue of adequate funding in order to appropriately meet the needs for expanded teacher training and resources for instruction.

The fifth recommendation was: **(5) offering more programs that teach major world languages such as Russian, Japanese, and Chinese.** Survey results show that we are making some progress in this area: some of the less-commonly taught languages are being offered at more schools than ten years ago. The number of schools offering Russian has decreased at the elementary level but increased at the secondary level; the number of school offering Japanese has increased significantly at both levels; and Chinese instruction has decreased at the elementary level but increased at the secondary level.

This review of the decade-old recommendations illustrates that it is a constant struggle to address all the major issues that need to be dealt with in order to develop strong language programs at all grade levels. The results show us where our priorities have been in the last decade and where we need to go in the future. In order to develop standards-based, well-articulated, long-sequence language programs, with high level proficiency goals, we will need to focus our energies on improving and expanding teacher training opportunities, articulation planning, initiation of long-sequence programs, materials development, and the teaching of major world languages not commonly taught.

VII. References

National Standards for Foreign Language Education Project. (1996). *Standards for foreign language learning: Preparing for the 21st century.* Yonkers, NY: Author.

Brod, R., & Huber, B.J. (1997). Foreign language enrollments in United States institutions of higher education, fall 1995. *ADFL Bulletin, 28*(2) pp. 55-61.

Curtain, H., & Pesola, C.A. (1994). *Languages and children: Making the match. Foreign language instruction for the early grades.* White Plains, NY: Longman.

Dickson, P., & Cumming, A. (Eds.). (1996). *Profiles of language education in 25 countries.* Berkshire, England: National Foundation for Educational Research.

Draper, J.B., & Hicks, J.H. (1996). Foreign language enrollments in public secondary schools, Fall 1994. *Foreign Language Annals, 23* (3) pp. 303-306.

Goals 2000: Educate America Act (1994). PL 103-227.

Lucke, M.R. (1997). Professional development for foreign language teachers: Preparing educators for the 21st century. Washington, DC: Joint National Committee for Languages.

Rhodes, N.C., & Oxford, R.L. (1988). Foreign languages in elementary and secondary schools: Results of a national survey. *Foreign Language Annals, 21* (1) pp.51-69.

U.S. Congress. (1994). *Improving America's schools act* (P.L. 103-382, Sec. 7202), 1994. (www.ed.gov/legislation/ESEA/toc.html)

Notes

1. The regional language organizations include the following states: *Northeast Conference on the Teaching of Foreign Languages (NEC)*—Connecticut, District of Columbia, Delaware, Massachusetts, Maryland, Maine, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; *Southern Conference on Language Teaching (SCOLT)*—Alabama, Georgia, Florida, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and West Virginia; *Southwest Conference on Language Teaching (SWCOLT)*—Arizona, Colorado, Nevada, New Mexico, Texas, and Utah; *Central States Conference on the Teaching of Foreign Languages (CSC)*Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, and Wisconsin; and the *Pacific Northwest Council for Languages (PNCFL)*—Alaska, California, Hawaii, Idaho, Montana, Oregon, Washington, and Wyoming. (Eight of the states are considered part of more than one region. For the purpose of this survey, however, they were included in only one region.)

2. Middle school/junior high schools include grades 5-7, 5-8, 7-8, 7-9, 8-9; high schools include grades 9-12 and 10-12; and combined schools include grades 7-12 and K-12. It should be noted that the breakdowns for middle school/junior high and high school include both public and private schools and are not available separately.

3. The estimates for elementary student enrollment were obtained by using the following method: Each respondent marked the approximate number of students in their school enrolled in foreign language classes (categories, in increments of 100, ranged from fewer than 100 to 1,000 or more). For each category (200 - 299, for example), the mid-point was chosen to represent the average number of students for each school in that category (e.g., 250 was the mean used for the 200 - 299 category). The mean number of students enrolled in foreign language in each elementary school was then computed (214.4). That number was multiplied by the total number of weighted respondents (schools that taught foreign language) (473) to obtain the approximate total number of students (101,411) enrolled in foreign language classes in our sample. The total number of students (101,411) was then multiplied by 42.02 to obtain 4,261,290, the total number of students enrolled in foreign language classes in U.S. elementary schools. [The number 42.02 was obtained by dividing the total number of elementary survey respondents (unweighted) (1,534) by the total number of elementary schools in the country (64,500), which results in 2.38%. Therefore, the data we have from this survey represents 2.38% of all elementary schools. In order to find out what the results would be for 100% of U.S. elementary schools, we divided 100 by 2.38. The result, 42.02, is the number this sample must be multiplied by in order to get the total number of elementary school students nationally studying foreign languages.] See formulas in Appendix G for elementary, secondary, middle school-junior high, and combined schools, as well as formula in Appendix H for obtaining percentages of students enrolled in languages classes at a given time.

4. The question format for this section changed between waves. All respondents were asked to provide a yes/no response regarding each material in 1997. In 1987, they were asked to check all that apply from a list of materials. The list of materials measured in each wave changed as did question wording. See Appendices A and B for questionnaires.

5. Due to slight categorization errors at data entry/processing stage, a few of the "other" responses were back coded incorrectly and included in the percentages for the original

question categories of the survey. Thus, the margin of error for the percentages in this question is probably greater than that of the rest of the survey.

6. In 1987, respondents were asked "To what extent does the typical language teacher in your school use the foreign language in the classroom?" They were given three categories to choose from: Less than 50% of the time; 50% to 74% of the time; and 75% to 100% of the time. In 1997, the question wording was clarified to say "To what extent do you think language teachers in your school use the foreign language in the classroom?" Four response categories were provided. The first two response categories are identical to the 1987 categories. The third category was changed slightly to *75% to 99% of the time*, and a new category was added: *100% of the time*.

7. In 1987, respondents were asked to check the three most serious problems they saw confronting foreign language instruction in their school. In 1997, respondents were asked to rate each item from a list of 14 foreign language program-related issues in terms of the degree to which they were pleased. The wording of the items also changed. Given the question format and wording changes, no significance tests were computed, and direct comparisons of percentages over time should not be made.

8. It is interesting that this group of comment providers had answered that their curriculum had *not* changed due to awareness of the standards given that many of those who had answered that their curricula *had* changed cited the same reason: their foreign language curricula included standards-like goals before the advent of standards. It appears, then, that respondents who cited this reason answered either affirmatively or negatively based on their interpretations of the question. Perhaps those who had answered affirmatively acknowledged that standards continue to reinforce what their curricula already included, while those who had answered negatively asserted that their curricula developed standards-like principles independent of the actual standards. Regardless of respondents' motivations for answering *yes* or *no*, however, it is most significant that those who had answered *no* acknowledged that their curricula are aligned with foreign language standards. This leads one to wonder if there are other respondents who had answered negatively to the question, did not provide comments, but do in fact have curricula that are aligned with standards, even if those curricula were developed before the standards.

LIST OF APPENDICES

A. Elementary school survey instruments (1997 and 1987) A-1

B. Secondary school survey instruments (1997 and 1987) B-1

C. Number of schools selected per state C-1

D. Introductory letter sent before survey. D-1

E. Cover letter sent with survey E-1

F. Tests for statistical significance F-1

G. Formula for obtaining enrollment figures G-1

H. Formula for obtaining percentages of students enrolled in language classes at a given time H-1

I. Figures 1-35 ..... I-1

Appendix A

Elementary School Survey Instruments (1997 and 1987)

NATIONAL K-12 FOREIGN LANGUAGE SURVEY
Elementary School Questionnaire

TO: School Principal or Foreign Language Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage-paid envelope provided. Your cooperation is very much appreciated. Please correct any inaccurate information and provide additional contact information (if different from label).

(15,36)

Name of person filling out questionnaire

Position (37)

(38,39) open

Please use pen or dark pencil to mark an "X" in the answer box.

EXAMPLES: Correct ☒ Incorrect ☑ ☒ ●

1. **What grades does your school include?** *(mark one answer)*

(40)

1 ☐ K or 1 through 3
2 ☐ K or 1 through 5
3 ☐ 4 through 6
4 ☐ K or 1 through 6
5 ☐ K or 1 through 8
6 ☐ Other (specify) _____

(41,42) open

2. **Approximately how many students attend your school?** *(mark one answer)*

1 ☐ Fewer than 100
2 ☐ 100 to 199
3 ☐ 200 to 299
4 ☐ 300 to 399
5 ☐ 400 to 499
6 ☐ 500 to 599
7 ☐ 600 to 699
8 ☐ 700 to 799
9 ☐ 800 to 899
10 ☐ 900 to 999
11 ☐ 1000 or more

(43,44)

3. **Does your school teach foreign language(s)?**

1 ☐ Yes → SKIP TO QUESTION 5
2 ☐ No

4. **If not, would you like to start foreign language instruction at your school?**

1 ☐ Yes
2 ☐ No

☞ ***NOTE***

IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED POSTAGE-PAID ENVELOPE. THANK YOU FOR PARTICIPATING IN THE SURVEY!

5. **Approximately how many of the students in your school are enrolled in foreign language classes?** *(mark one answer)*

1 ☐ Fewer than 100
2 ☐ 100 to 199
3 ☐ 200 to 299
4 ☐ 300 to 399
5 ☐ 400 to 499
6 ☐ 500 to 599
7 ☐ 600 to 699
8 ☐ 700 to 799
9 ☐ 800 to 899
10 ☐ 900 to 999
11 ☐ 1000 or more

(47,48)

6. **When are the classes taught?** *(mark all that apply)*

1 ☐ During regular school day
2 ☐ Before/after school
3 ☐ Weekends
4 ☐ Other (specify) _____

7. **Where does the funding for foreign language classes come from?** *(mark all that apply)*

1 ☐ Regular school funds
2 ☐ Federal or state grants
3 ☐ Tuition paid by parents
4 ☐ An association of parents and teachers
5 ☐ Other (specify)

_____

8. **Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year?**

1 ☐ Yes 2 ☐ No (51)

If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.)

_____

_____

(52,54)

BEST COPY AVAILABLE

9. Please read the following goals describing various program types:

PROGRAM TYPE A

The goals of this program are for students to gain general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. Portions of this program may be taught in English. (This type of program is often called foreign language experience/exploration, or FLEX.)

PROGRAM TYPE B

The goals of this program are for students to acquire listening and speaking skills, gain an understanding of and appreciation for other cultures, and acquire limited amounts of reading and writing skills. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

PROGRAM TYPE C

The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language and more focus on reading and writing as well as on listening and speaking skills. This greater exposure includes language classes taught only in the foreign language (sometimes subject content is taught through the foreign language). (This type of program is often called intensive FLES.)

PROGRAM TYPE D

The goals of this program are for students to be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as mathematics, science, social studies, and language arts. (This type of program is called partial, total, or two-way immersion, depending on the amount of foreign language used and the make-up of the student body.)

In the chart below, mark each language taught at your school. For *each of the languages taught*, mark the corresponding letter(s) of the program type(s) from the four descriptions above that best describes your program, the approximate number of students in your school studying that language, the grades in which it is offered, and an average number of minutes per week students spend in foreign language study.

NOTE: If you have more than one program type for a language, please mark them all.

EXAMPLE: Languages	Program Type(s) A B C D	Number of Students	Grade Levels K 1 2 3 4 5 6 7 8	Average Mins/Week
☒ 1 Chinese	☐ ☐ ☒ ☐	*75*	☒ ☒ ☒ ☒ ☒ ☐ ☐ ☐ ☐	*150 minutes*

Languages	Program Type(s) A B C D	Number of Students	Grade Levels K 1 2 3 4 5 6 7 8	Average Mins/Week
a. ☐ 1 Chinese	☐ ☐ ☐ ☐ (61)	_____ (15,17)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ (60)	_____ (15,17)
b. ☐ 2 French	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
c. ☐ 3 German	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
d. ☐ 4 Hebrew	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
e. ☐ 5 Italian	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
f. ☐ 6 Japanese	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
g. ☐ 7 Latin	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
h. ☐ 8 Russian	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
i. ☐ 9 Sign Language	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
j. ☐ 10 Spanish	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
Other (specify)				
k. ☐ 11 _____	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
l. ☐ 12 _____	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
m. ☐ 13 _____	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
Language for native speakers				
n. ☐ 14 Spanish for Spanish Speakers	☐ ☐ ☐ ☐	_____	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	_____
o. ☐ 15 Other (specify)	☐ ☐ ☐ ☐ (75)	_____ (57,59)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ (74)	_____ (57,59)

(55,56) _____

(57,60 open)

(60,76) open

Card 01 (79,80) Card 02 (79,80) Card 03 (79,80)

BEST COPY AVAILABLE

10a. Do all your language classes last for the entire school year?

1 ☐ Yes → SKIP TO QUESTION 11
2 ☐ No (15)

10b. If no, please describe the schedule and list total number of weeks classes last:

_____
_____
_____

11. How many foreign language teachers (full and part-time) are there in your school? _____ (16,17)

12. Please write in the number of foreign language teachers in your school who are:
(Write one number for each line; if answer is none, write "0")

(18) _____ Native speakers of the language being taught
_____ Certified for elementary school teaching, but not specifically for foreign language teaching
_____ Certified for foreign language teaching at the elementary school level
_____ Certified for foreign language teaching at the elementary school level and for elementary school teaching
_____ Certified for foreign language teaching at the secondary school level but not at the elementary level
_____ Certified for foreign language teaching at the K–12 level
_____ High school/college students
(25) _____ Others who are not certified

13a. Is there an established foreign language curriculum or set of guidelines for your program(s)?

1 ☐ Yes
2 ☐ No → SKIP TO QUESTION 14 (26)

13b. If yes, was the curriculum or set of guidelines developed by:

1 ☐ Local school
2 ☐ School district
3 ☐ State level
4 ☐ Other (specify) _____

14. What type of instructional materials are used?
(Mark yes or no for each item listed.)

a Commercially-published textbooks/workbooks ..... 1 ☐ Yes 2 ☐ No
b Teacher-made materials (specify) ..... 1 ☐ Yes 2 ☐ No

_____

c Audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes) ..... 1 ☐ Yes 2 ☐ No (30)
d Authentic literature from target culture ..... 1 ☐ Yes 2 ☐ No
e Authentic materials (realia) (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements from the target culture) 1 ☐ Yes 2 ☐ No
f Internet resources (e.g., internet, electronic mail, World Wide Web, listservs) ..... 1 ☐ Yes 2 ☐ No
g Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM) ..... 1 ☐ Yes 2 ☐ No
h Other instructional technology (e.g., satellite broadcasts, interactive television, distance learning) ..... 1 ☐ Yes 2 ☐ No
i Other (specify) ..... 1 ☐ Yes 2 ☐ No

_____ (36)

15. How is students' language proficiency assessed?
(For each assessment format listed, please mark whether you use it or not.)

a Oral proficiency interviews (teacher or outside evaluator interviews individual student to determine student's fluency) 1 ☐ Yes 2 ☐ No
b Student presentations (e.g., student prepares presentations/demonstrations and describes project or product to demonstrate knowledge in the foreign language) ..... 1 ☐ Yes 2 ☐ No
c Authentic activities (e.g., student describes drawings, conducts interviews, presents commentary and analysis of news items, performs a skit, writes up investigations) ..... 1 ☐ Yes 2 ☐ No
d Student portfolios (e.g., compilation of student-selected and/or teacher-selected work over a set period of time, with rating criteria) ..... 1 ☐ Yes 2 ☐ No
e Student self-assessment (e.g., student evaluates his/her language skills using oral/written self-evaluations) ..... 1 ☐ Yes 2 ☐ No
f Translation exercises ..... 1 ☐ Yes 2 ☐ No
g Selected-response tests (include multiple choice, matching, etc., and consist of distinct items such as vocabulary words, grammar structures, etc.) ..... 1 ☐ Yes 2 ☐ No
h Short-answer tests (student is asked to respond in writing to questions) ..... 1 ☐ Yes 2 ☐ No
i Other (please describe) ..... 1 ☐ Yes 2 ☐ No

_____
_____ (45)

16. Please characterize your school's foreign language program on the following issues.

(Mark one box for each issue.)

I am pleased with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
a Amount of funding for foreign language instruction	1	2	3	4	5 (46)
b Quality of inservice training for foreign language teachers	1	2	3	4	5
c Quality of pre-service preparation of foreign language teachers	1	2	3	4	5
d Ratio of foreign language teachers to students	1	2	3	4	5
e Quality of foreign language teaching	1	2	3	4	5
f Quality of foreign language materials	1	2	3	4	5
g Quality of foreign language curriculum framework/guidelines	1	2	3	4	5
h Sequencing (articulation) from elementary into secondary school foreign language classes	1	2	3	4	5
i Academic counseling for language class selection	1	2	3	4	5
j School support for foreign language instruction	1	2	3	4	5
k Community support for foreign language instruction	1	2	3	4	5
l Adequacy of foreign language placement tests	1	2	3	4	5
m Adequacy of foreign language proficiency tests	1	2	3	4	5
n Realistic expectations of the public/parents regarding foreign language instruction	1	2	3	4	5
o Other (specify)_____	1	2	3	4	5

_____ (60)

17a. Are the teachers at your school aware of the national *Standards for Foreign Language Learning* (1996) and/or your state's version of the standards?

1 ☐ Yes 2 ☐ No → SKIP TO QUESTION 18

17b. Has the foreign language curriculum at your school changed because of your awareness of the standards?

1 ☐ Yes 2 ☐ No

Additional comments:

18. What type of sequencing (articulation), if any, exists so that language study continues from elementary through the next level of schooling?

(Mark the answer that best describes the sequencing for the majority of the students.)

1 ☐ There is no foreign language instruction (of the language(s) taught in elementary school) in junior high/middle school in our school district.

2 ☐ Students who have studied a foreign language in the elementary school are placed in exploratory language classes (general exposure to one or more languages and cultures).

3 ☐ Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language.

4 ☐ Students who have studied a foreign language in the elementary school are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level.

5 ☐ Students who have studied a foreign language in the elementary school are placed in existing, more advanced classes, but these classes are not necessarily designed to reflect students' prior language level.

6 ☐ Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language.

7 ☐ Other (specify) _____

_____ (63)

19. Please attach an additional sheet with comments or information about foreign language instruction in your school or elsewhere in the state that you wish to share.

NOTE

a. We are currently developing a national directory of K–8 foreign language programs. Would you like to be included? (If yes, we will be contacting you for more information.)

1 ☐ Yes 2 ☐ No (64)

b. If you would like a pamphlet about effective foreign language instruction, please mark here. ☐ 1 (65)

c. If you would like a copy of the survey results, please mark here. ☐ 1 (66)

(67,78 open)
Card 04 (79,80)

PLEASE RETURN THE SURVEY BY OCTOBER 30, 1996
IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Thank you very much for answering this survey!

National K-12 Foreign Language Survey
Center for Applied Linguistics
1118 22nd Street, NW, Washington, DC 20037
Tel. (202) 429-9292 • Fax (202) 659-5641 • E-mail: survey@cal.org

114 BEST COPY AVAILABLE

ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE

TO: School Principal or Foreign Language Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage paid envelope provided. Your cooperation is very much appreciated.

Card 1
(ID 1 - 11)
(Open 12 - 15)

1. Does your school teach foreign language(s)? YES ☐ 1 → Skip to question 3 NO ☐ 2 (16)

2. If not, would you be interested in having foreign language instruction at your school?

YES ☐ 1 NO ☐ 2 (17)

3. What grades does your school include? (check one answer)

K or 1 through 3	☐ 1	K or 1 through 8	☐ 4	(18)
K or 1 through 5	☐ 2	Other (specify)	☐ 5	
K or 1 through 6	☐ 3			

_____

4. Approximately how many students attend your school? (check one answer)

Fewer than 100	☐ 1	500 to 999	☐ 3	(19)
100 to 499	☐ 2	1,000 or more	☐ 4	

NOTE: IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED STAMPED ENVELOPE.

5. Approximately what percentage of the students in your school are enrolled in foreign language classes? (check one answer)

Less than 25%	☐ 1	50% - 74%	☐ 3	(20)
25% - 49%	☐ 2	75% - 100%	☐ 4	

6. When are the classes taught? (check all that apply)

During regular school day	☐ 1	Before/after school	☐ 3	(21)
Weekends	☐ 2	Other (specify)	☐ 4	

_____

7. Where does your funding for foreign language classes come from? (check all that apply)

Regular school funds	☐ 1	
Federal or state grant	☐ 2	
Tuition paid by parents	☐ 3	(22)
Parent-Teacher Association financial support	☐ 4	
Other (specify)	☐ 5	

_____

8. Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year? (23)

YES ☐ → If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.) NO ☐ 2

_____ (24)

_____

9. Please read the following goals describing various program types:

PROGRAM TYPE A
The goals of this program are to get a general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. **(This type of program is often called foreign language experience, or FLEX.)**

PROGRAM TYPE B
The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc., and conversation focuses on topics children are familiar with, e.g., family, pets, school. The teacher in this type of program may speak some English in the class. **(This type of program is often called foreign language in the elementary school, or FLES.)**

PROGRAM TYPE C
The goals of this program are the same goals as Program 2 above, but there is more exposure to the foreign language. This greater exposure includes language classes taught only in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum. **(This type of program is often called intensive FLES.)**

PROGRAM TYPE D
The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts. **(This type of program is called partial or total immersion.)**

In the chart below, check each language taught at your school. For each of the languages taught, write in the corresponding letter of the program type from the four descriptions above that best describes your program, the grades in which it is offered, and an average number of hours per week students spend in foreign language study. NOTE: If you have more than one program type, please list them all.

Example: LANGUAGES		PROGRAM TYPE(S)	GRADE LEVELS	AVERAGE HOURS PER WEEK
Chinese	☒ →	C	K - 6	5 hours

LANGUAGES		PROGRAM TYPE(S)	GRADE LEVELS	AVERAGE HOURS PER WEEK	
Chinese	☐ 1 →				(27 - 30)
French	☐ 2 →				(31 - 34)
German	☐ 3 →				(35 - 38)
Hebrew	☐ 4 →				(39 - 42)
Italian	☐ 5 →				(43 - 46)
Japanese	☐ 6 →				(47 - 50)
Latin	☐ 7 →				(51 - 54)
Russian	☐ 8 →				(55 - 58)
Sign Language	☐ 9 →				(59 - 62)
Spanish	☐ 0 →				(63 - 66)
Other (specify)					
_____	☐ X →				(67 - 70)
_____	☐ R →				(71 - 74)
_____	☐ I →				(75 - 78)

(25 - 26)

(9) C I RC

BEST COPY AVAILABLE

10. **Please check off approximately how many of your foreign language teachers are:** (check one answer for each line)

	NONE	SOME	MOST	ALL
Native speakers of language being taught	☐ 1	☐ 2	☐ 3	☐ 4
Certified for elementary school teaching but not specifically for foreign language teaching	☐ 1	☐ 2	☐ 3	☐ 4
Certified for foreign language teaching at the elementary school level	☐ 1	☐ 2	☐ 3	☐ 4
Certified for foreign language teaching at the secondary school level	☐ 1	☐ 2	☐ 3	☐ 4
High school/college students	☐ 1	☐ 2	☐ 3	☐ 4
Adult volunteers	☐ 1	☐ 2	☐ 3	☐ 4

11. Is there an established foreign language curriculum or set of guidelines for your program(s)?

YES ☐ 1 NO ☐ 2

12. What type of instructional materials are used? (check all that apply)

Commercially published textbooks/workbooks (list titles and publishers; attach separate page if needed) ☐ 1

_____

_____

_____

Computer-assisted instructional materials (list names of software programs; attach separate page if needed) ☐ 2

_____

_____

Films, filmstrips, slides, videotapes, records, audiotapes ☐ 3
Commercially made foreign language games (e.g., Lotto, Scrabble, etc.) ☐ 4
Teacher-made materials ☐ 5
Other (specify) ☐ 6

_____

_____

13. In which of the following activities do some of your students participate? (check all that apply)

Penpal activities ☐ 1
Local field trips to foreign language plays, festivals, or cultural events ☐ 2
Local, state, or national foreign language contests or awards programs ☐ 3
Language camps (weekend retreats, or week- or month-long camps) ☐ 4
School-sponsored trips to foreign countries during summer or school year ☐ 5
Student exchange programs for study abroad ☐ 6
None of the above ☐ 7
Other (specify) ☐ 8

_____

_____

BEST COPY AVAILABLE

14 What type of sequencing, if any, is planned for language study to continue from elementary through secondary school? (Check one answer that best describes the sequencing for the majority of the students.)

There is no foreign language instruction in junior high/middle school or high school in our school district ☐ 1

Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language ☐ 2

Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level ☐ 3 (27)

Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level ☐ 4

Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7 - 12 ☐ 5

Other (specify) ☐ 6

_____

_____

15 What are the major problems you see confronting foreign language instruction in your school? (Check the three most serious problems)

Shortage of funding	☐ 1	Poor academic counseling	☐ 8
Inadequate inservice training	☐ 2	Lack of school support	☐ 9
Poorly trained teachers	☐ 3	Lack of community support	☐ 0
Not enough teachers	☐ 4	Inadequate placement tests	☐ X
Lack of quality materials	☐ 5	Inadequate proficiency tests	☐ R (29-30)
Lack of established curriculum or guidelines	☐ 6	Unrealistic expectations of public	☐ -1
Inadequate sequencing from elementary into secondary school classes	☐ 7	Other (specify) _____	☐ -2

16 Additional comments or information about innovative foreign language programs in your school or elsewhere in the state:

Please fill in the following information in case follow-up is needed. All of your responses will be kept confidential.

Name _____ School Name _____

Position _____ School Address _____

School Telephone (____) _____ _____

NOTE: We are currently developing an information network on foreign language programs in each state. May we include your name and school?

YES ☐ 1 NO ☐ 2 (31)

Thank you very much for answering this survey. Please return it by December 8, 1986, in the enclosed stamped envelope. If you would like a copy of the results, please check here. ☐ (32)

Center for Language Education and Research
Center for Applied Linguistics
1118 22nd Street, N. W.
Washington, D.C. 20037, (202) 429-9292

(open 33 - 75)

1902 60

BEST COPY AVAILABLE

Appendix B

Secondary School Survey Instruments (1997 and 1987)

MFI ID (1,5)
Resp ID (6,10)

NATIONAL K-12 FOREIGN LANGUAGE SURVEY
Middle School/Junior High and High School Questionnaire

TO: Foreign Language Chairperson or Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage-paid envelope provided. Your cooperation is very much appreciated. Please correct any inaccurate information and provide additional contact information (if different from label).

(15,36)

Name of person filling out questionnaire

Position (37)

(38,39) open

Please use pen or dark pencil to mark an "X" in the answer box. ☒

1. **What grades does your school include?** *(mark one answer)*

1 ☐ 5–7
2 ☐ 5–8
3 ☐ 7–8
4 ☐ 7–9
5 ☐ 7–12
6 ☐ 9–12
7 ☐ 10–12
8 ☐ Other (specify) _____ (40)

2. **Approximately how many students attend your school?** *(mark one answer)*

1 ☐ Fewer than 200
2 ☐ 200 to 399
3 ☐ 400 to 599
4 ☐ 600 to 799
5 ☐ 800 to 999
6 ☐ 1000 to 1199
7 ☐ 1200 to 1399
8 ☐ 1400 to 1599
9 ☐ 1600 to 1799
10 ☐ 1800 to 1999
11 ☐ 2000 or more (41,42)

3. **Does your school teach foreign language(s)?**

1 ☐ Yes → SKIP TO QUESTION 5
2 ☐ No

4. **If not, would you like to start foreign language instruction at your school?**

1 ☐ Yes
2 ☐ No (44)

☞ **NOTE** IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED POSTAGE-PAID ENVELOPE. THANK YOU FOR PARTICIPATING IN THE SURVEY!

5. **Approximately how many of the students in your school are enrolled in foreign language classes?** *(mark one answer)*

1 ☐ Fewer than 200
2 ☐ 200 to 399
3 ☐ 400 to 599
4 ☐ 600 to 799
5 ☐ 800 to 999
6 ☐ 1000 to 1199
7 ☐ 1200 to 1399
8 ☐ 1400 to 1599
9 ☐ 1600 to 1799
10 ☐ 1800 to 1999
11 ☐ 2000 or more (45,46)

6. **In the chart below, mark each language taught at your school and mark the levels offered, the average number of hours per week spent in the foreign language class, and the approximate number of students in your school studying that language.**

EXAMPLE: Languages		Levels Offered 1 2 3 4 5 6	Average Hrs/Week	Number of Students
☒	Chinese	☒ ☒ ☒ ☒ ☐ ☐	5	200

Languages		Levels Offered 1 2 3 4 5 6	Average Hrs/Week	Number of Students
a. ☐	1 Chinese	☐ ☐ ☐ ☐ ☐ ☐ (49)	_____ (15,16)	_____ (37,39)
b. ☐	2 French	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
c. ☐	3 German	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
d. ☐	4 Hebrew	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
e. ☐	5 Italian	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
f. ☐	6 Japanese	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
g. ☐	7 Latin	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
h. ☐	8 Russian	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
i. ☐	9 Sign Lang	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
j. ☐	10 Spanish	☐ ☐ ☐ ☐ ☐ ☐	_____	_____
k. ☐	11 Other (specify)	☐ ☐ ☐ ☐ ☐ ☐ (59)	_____ (35,36)	_____ (67,69)

(47,48) _____ Card 01 (79,80)

Language for native speakers

l. ☐	1 Spanish for Spanish Speakers	☐ ☐ ☐ ☐ ☐ ☐ (71)	_____ (73,74)	_____ (15,17)
m. ☐	2 Other (specify)	☐ ☐ ☐ ☐ ☐ ☐ (72)	_____ (75,76)	_____ (18,20)

(70) _____ Card 02 (79,80)

Exploratory Programs

n. ☐	1 Exploratory French	_____ (22,23)	_____ (32,34)
o. ☐	2 Exploratory German	_____	_____
p. ☐	3 Exploratory Japanese	_____	_____
q. ☐	4 Exploratory Spanish	_____	_____
r. ☐ (21)	5 Other (specify) _____	_____ (30,31)	_____ (44,46)

(47 open)

BEST COPY AVAILABLE

7a. Do all your language classes last for the entire school year?

1 ☐ Yes → SKIP TO QUESTION 8
2 ☐ No (48)

7b. If no, please describe the schedule and list total number of weeks classes last:

_____

_____

_____

8. What type of foreign language classes are offered at your school? *(Mark all that apply.)*

1 ☐ Standard (listening, speaking, reading, writing, and culture)

2 ☐ Exploratory type (general exposure to one or more languages and cultures)

3 ☐ Literature only

4 ☐ Conversation only

5 ☐ Advanced Placement (for college credit)

6 ☐ Honors/Accelerated (other than Advanced Placement)

7 ☐ Language for native speakers (e.g., Spanish for Spanish speakers) (specify languages)

_____

8 ☐ Regular subjects (e.g., history, math, science) taught in the foreign language (specify language and subject)

_____

_____

9 ☐ Other (specify) _____

(49) _____

9. How many foreign language teachers are there in your school? _____ (50,51)

10. Please write in the number of foreign language teachers (full and part-time) in your school who are:
(Write one number for each line; if answer is none, write "0")

(52,53) _____ Native speakers of the language being taught

_____ Certified for foreign language teaching at the secondary school level

_____ Certified for secondary school teaching but not specifically for foreign language teaching

_____ Certified for foreign language teaching at the elementary school level but not at the secondary level

_____ Certified for foreign language teaching at the K–12 level

(62,63) _____ Certified in a different foreign language from the one they teach

_____ Certified in more than one foreign language

_____ Others who are not certified (66,67)

11. To what extent do you think language teachers in your school use the foreign language in the classroom?

1 ☐ Less than 50% of the time
2 ☐ 50–74% of the time
3 ☐ 75–99% of the time
4 ☐ 100% of the time (68)

12a. Is there an established foreign language curriculum or set of guidelines for your program(s)?

1 ☐ Yes
2 ☐ No → SKIP TO QUESTION 13

12b. If yes, was the curriculum or set of guidelines developed by:

1 ☐ Local school
2 ☐ School district
3 ☐ State level (70)
4 ☐ Other (specify) _____

Card 03 (79,80)

13. What type of instructional materials are used?
(Mark yes or no for each item listed.)

a	Commercially-published textbooks/ workbooks	1 ☐ Yes	2 ☐ No	(15)
b	Teacher-made materials (specify) _____	1 ☐ Yes	2 ☐ No	
c	Audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes)	1 ☐ Yes	2 ☐ No	
d	Authentic literature from target culture	1 ☐ Yes	2 ☐ No	
e	Authentic materials (realia) (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements from the target culture)	1 ☐ Yes	2 ☐ No	
f	Internet resources (e.g., internet, electronic mail, World Wide Web, listservs)	1 ☐ Yes	2 ☐ No	
g	Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM)	1 ☐ Yes	2 ☐ No	
h	Other instructional technology (e.g., satellite broadcasts, interactive television, distance learning)	1 ☐ Yes	2 ☐ No	
i	Other (specify) _____	1 ☐ Yes	2 ☐ No	(23)

14. How is students' language proficiency assessed?

(For each assessment format listed, please mark whether you use it or not.)

a Oral proficiency interviews (teacher or outside evaluator interviews individual student to determine student's fluency) 1 ☐ Yes 2 ☐ No (24)

b Student presentations (e.g., student prepares presentations/demonstrations and describes project or product to demonstrate knowledge in the foreign language) 1 ☐ Yes 2 ☐ No

c Authentic activities (e.g., student describes drawings, conducts interviews, presents commentary and analysis of news items, performs a skit, writes up investigations) 1 ☐ Yes 2 ☐ No

d Student portfolios (e.g., compilation of student-selected and/or teacher-selected work over a set period of time, with rating criteria) 1 ☐ Yes 2 ☐ No

e Student self-assessment (e.g., student evaluates his/her language skills using oral/written self-evaluations) 1 ☐ Yes 2 ☐ No

f Translation exercises 1 ☐ Yes 2 ☐ No

g Selected-response tests (include multiple choice, matching, etc., and consist of distinct items such as vocabulary words, grammar structures, etc.) 1 ☐ Yes 2 ☐ No

h Short-answer tests (student is asked to respond in writing to questions) 1 ☐ Yes 2 ☐ No

i Other standard exams (e.g., AP exams, National German Examination, SAT II, Japanese Language Proficiency Test, etc.) 1 ☐ Yes 2 ☐ No

j Other (please describe) 1 ☐ Yes 2 ☐ No

_____

_____ (33)

15. What type of sequencing (articulation), if any, exists so that language study continues from elementary through the next level of schooling?

(Mark the answer that best describes the sequencing for the majority of the students.)

1 ☐ There is no foreign language instruction in elementary schools in our school district. (34)

2 ☐ Students who have studied a foreign language in the elementary school are placed in exploratory language classes (general exposure to one or more languages and cultures).

3 ☐ Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language.

4 ☐ Students who have studied a foreign language in the elementary school are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level.

5 ☐ Students who have studied a foreign language in the elementary school are placed in existing, more advanced classes, but these classes are not necessarily designed to reflect students' prior language level.

6 ☐ Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language.

7 ☐ Other (specify)

_____

_____

_____

16a. Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year?

1 ☐ Yes

2 ☐ No → SKIP TO QUESTION 17 (35)

16b. If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.)

_____

_____

_____ (36-38)

BEST COPY AVAILABLE

17. Please characterize your school's foreign language program on the following issues.
(Mark one box for each issue.)

I am pleased with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
a Amount of funding for foreign language instruction	1	2	3	4	5 (39)
b Quality of inservice training for foreign language teachers	1	2	3	4	5
c Quality of pre-service preparation of foreign language teachers	1	2	3	4	5
d Ratio of foreign language teachers to students	1	2	3	4	5
e Quality of foreign language teaching	1	2	3	4	5
f Quality of foreign language materials	1	2	3	4	5
g Quality of foreign language curriculum framework/guidelines	1	2	3	4	5
h Sequencing (articulation) from elementary into secondary school foreign language classes	1	2	3	4	5
i Academic counseling for language class selection	1	2	3	4	5
j School support for foreign language instruction	1	2	3	4	5
k Community support for foreign language instruction	1	2	3	4	5
l Adequacy of foreign language placement tests	1	2	3	4	5
m Adequacy of foreign language proficiency tests	1	2	3	4	5
n Realistic expectations of the public/parents regarding foreign language instruction	1	2	3	4	5
o Other (specify) _____ _____ (54,56)	1	2	3	4	5 (53)

18a. Are the teachers at your school aware of the national *Standards for Foreign Language Learning* (1996) and/or your state's version of the standards?

1 ☐ Yes
2 ☐ No → SKIP TO QUESTION 19 (57)

18b. Has the foreign language curriculum at your school changed because of your awareness of the standards?

1 ☐ Yes 2 ☐ No (58)

Additional comments

_____

_____

_____

19. Write below any additional comments or information about foreign language instruction in your school or elsewhere in the state. (We would be delighted to receive any additional information on your program that you wish to send.)

_____

_____

_____

☞ ***NOTE***

a. We are currently developing a national directory of foreign language programs *that start before grade 7.* Would you like to be included? (If yes, we will be contacting you for more information.)

1 ☐ Yes 2 ☐ No (59)

b. If you would like a pamphlet about effective foreign language instruction, please mark here. ☐ 1 (60)

c. If you would like a copy of the survey results, please mark here. ☐ 1 (61)

Card 04 (79,80)

PLEASE RETURN THE SURVEY BY OCTOBER 30, 1996
IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Thank you very much for answering this survey!

National K-12 Foreign Language Survey
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
Tel. (202) 429-9292 • Fax (202) 659-5641
E-mail: survey@cal.org

OMB 18500591
Form expires December 1986

SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE

TO: Foreign Language Chairperson or Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage paid envelope provided. Your cooperation is very much appreciated.

Cd 1 (ID 1 - 11) (Open 12 - 15)

1 Does your school teach foreign language(s)? YES ☐ 1 —→ Skip to question 3 NO ☐ 2 (16)

2 If not, would you be interested in having foreign language instruction at your school?

YES ☐ 1 NO ☐ 2 (17)

3 What grades does your school include? (check one answer)

7-8	☐ 1	9-12	☐ 4	(18)
7-9	☐ 2	10-12	☐ 5	
7-12	☐ 3	Other (specify) _____	☐ 6	

4 Approximately how many students attend your school? (check one answer)

Fewer than 100	☐ 1	1,000 to 1999	☐ 4	(19)
100 to 499	☐ 2	2,000 or more	☐ 5	
500 to 999	☐ 3			

NOTE: IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED STAMPED ENVELOPE.

5 Approximately what percentage of the students in your school are enrolled in foreign language classes? (check one answer)

Less than 25%	☐ 1	50% - 74%	☐ 3	(20)
25% - 49%	☐ 2	75% - 100%	☐ 4	

6 In the chart below, check <u>each language taught</u> at your school and write in the <u>levels offered</u> (possible number of years to study a given language) and the <u>average number of hours per week</u> spent in the foreign language class.

Example: LANGUAGE		LEVELS OFFERED	HOURS PER WEEK
Chinese	☒ —1	1 - 3	5

LANGUAGES		LEVELS OFFERED	HOURS PER WEEK	
Chinese	☐ 1 —→	_____	_____	(23-26)
French	☐ 2 —→	_____	_____	(27-30)
German	☐ 3 —→	_____	_____	(31-34)
Hebrew	☐ 4 —→	_____	_____	(35-38)
Italian	☐ 5 —→	_____	_____	(39-42)
Japanese	☐ 6 —→	_____	_____	(43-46)
Latin	☐ 7 —→	_____	_____	(47-50)
Russian	☐ 8 —→	_____	_____	(51-54)
Sign Language	☐ 9 —→	_____	_____	(55-58)
Spanish	☐ 0 —→	_____	_____	(59-62)
Other (specify)				
_____	☐ X —→	_____	_____	(63-66)
_____	☐ R —→	_____	_____	(67-70)
_____	☐ -1 —→	_____	_____	(71-74)
(21-22)				(open 75-78)
				79 ● ● 80

BEST COPY AVAILABLE

2

7 What type of foreign language classes are offered at your school? (check all that apply) (Cd 2) (Dup 1-15)

- Standard (listening, speaking, reading, writing) ☐ 1 (16-17)
- Exploratory type (general exposure to one or more languages and cultures) ☐ 2
- Literature only ☐ 3
- Conversation only ☐ 4
- Advanced Placement (for college credit) ☐ 5
- Honors/Accelerated (other than Advanced Placement) ☐ 6
- Language for native speakers (e.g., Spanish for Spanish-Speakers) ☐ 7
- Regular subjects (e.g., history, math, science) taught in the foreign language (specify language and subject) ☐ 8

_____

- Other (specify) ☐ 9

_____

8 Please check off approximately how many of your foreign language teachers are: (check one answer for each line)

	NONE	SOME	MOST	ALL	
Native speakers of language being taught	☐ 1	☐ 2	☐ 3	☐ 4	(18)
Certified for foreign language teaching at the secondary school level	☐ 1	☐ 2	☐ 3	☐ 4	(19)
Certified for secondary school teaching but not specifically for foreign language teaching	☐ 1	☐ 2	☐ 3	☐ 4	(20)
Not certified at all	☐ 1	☐ 2	☐ 3	☐ 4	(21)

9 To what extent does the typical language teacher in your school use the foreign language in the classroom?

- Less than 50% of the time ☐ 1
- 50 - 74% of the time ☐ 2
- 75 - 100% of the time ☐ 3

(22)

10 Is there an established foreign language curriculum or set of guidelines for your program?

YES ☐ 1 NO ☐ 2 (23)

11. What type of instructional materials are used? (check all that apply)

- Commercially published textbooks/workbooks (list titles and publishers; attach separate page if needed) ☐ 1 (24-25)

_____

_____

_____

- Computer-assisted instructional materials (list names of software programs; attach separate page if needed) ☐ 2

BEST COPY AVAILABLE

11. (cont.)

Films, filmstrips, slides, videotapes, records, audiotapes ☐ 3

Commercially made foreign language games (e.g., Lotto, Scrabble, etc.) ☐ 4

Teacher-made materials ☐ 5

Other (specify) ☐ 6

12 In which of the following activities do some of your students participate? (check all that apply)

Penpal activities ☐ 1 (26-27)
Local field trips to foreign language plays, festivals, or cultural events ☐ 2
Local, state, or national foreign language contests or awards programs ☐ 3
Language camps (weekend retreats, or week or month-long camps) ☐ 4
School-sponsored trips to foreign countries during summer or school year ☐ 5
Student exchange programs for study abroad ☐ 6
None of the above ☐ 7
Other (specify) ☐ 8

13 What type of sequencing, if any, is planned for language study to continue from elementary through secondary school? (Check one answer that best describes the sequencing for the majority of the students.)

There is no foreign language instruction in elementary schools in our school district ☐ 1

Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language ☐ 2

Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level ☐ 3 (28)

Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level ☐ 4

Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7 - 12 ☐ 5

Other (specify) ☐ 6

14. Have any of the the language teachers at your school participated in staff development or inservice teacher training during the past year?

YES ☐ 1 —▸ If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.) NO ☐ 2 (29)

30
_____ ☐
_____ ☐
_____ ☐
☐
33

BEST COPY AVAILABLE

15 What are the major problems you see confronting foreign language instruction in your school? (Check the three most serious problems)

(39-44)

Shortage of funding	☐ 1	Poor academic counseling	☐ 9
Inadequate inservice training	☐ 2	Lack of school support	☐ 0
Poorly trained teachers	☐ 3	Lack of community support	☐ X
Not enough teachers	☐ 4	Inadequate placement tests	☐ R
Lack of quality materials	☐ 5	Inadequate proficiency tests	☐ -1
Lack of established curriculum or guidelines	☐ 6	Unrealistic expectations of public	☐ -2
Inadequate sequencing from elementary into secondary school classes	☐ 7	Other (specify) _____	☐ (34-36)
Inadequate sequencing from secondary into college classes	☐ 8		

16 Additional comments or information about innovative foreign language programs in your school or elsewhere in the state.

37 42

☐ ☐
☐ ☐
☐ ☐
☐ ☐
☐ ☐

41 46

Please fill in the following information in case follow-up is needed. All of your responses will be kept confidential.

Name _____ School Name _____

Position _____ School Address _____

School Telephone (____)_____ _____

NOTE: We are currently developing an information network on foreign language programs in each state. May we include your name and school?

YES ☐ 1 NO ☐ 2 (47)

Thank you very much for answering this survey. **Please return it by December 8, 1986**, in the enclosed stamped envelope. If you would like a copy of the results, please check here ☐ 48

(Open 49-78)

79 ☐ 2 80

Center for Language Education and Research
Center for Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

(202) 429-9292

BEST COPY AVAILABLE

Appendix C

Number of Schools Selected Per State

Number of Schools Selected Per State

	# of Schools Required	
	Elementary Schools	Secondary Schools
Alabama	58	57
Alaska	55	51
Arizona	58	56
Arkansas	58	56
California	60	59
Colorado	58	57
Connecticut	58	56
Delaware	50	43
D.C.	51	42
Florida	59	58
Georgia	59	58
Hawaii	54	45
Idaho	56	53
Illinois	60	59
Indiana	59	58
Iowa	58	57
Kansas	58	57
Kentucky	58	57
Louisiana	59	57
Maine	57	54
Maryland	59	57
Massachusetts	59	57
Michigan	59	59
Minnesota	59	57
Mississippi	57	56
Missouri	59	58
Montana	57	53
Nebraska	58	55
Nevada	55	49
New Hampshire	56	51
New Jersey	59	58
New Mexico	57	54
New York	60	59
North Carolina	59	58
North Dakota	55	50
Ohio	59	59
Oklahoma	58	58
Oregon	58	56
Pennsylvania	59	59
Rhode Island	54	47
South Carolina	58	56
South Dakota	56	52
Tennessee	59	57
Texas	60	59
Utah	57	54
Vermont	55	46
Virginia	59	58
Washington	59	58
West Virginia	57	55
Wisconsin	59	58
Wyoming	54	48
TOTAL	2932	2797

5729

Appendix D

Introductory Letter Sent Before Survey

CAL Center for Applied Linguistics

October 1, 1996

Dear Principal or Foreign Language Chairperson/Teacher:

We are writing to request your help in a nationwide survey sponsored by the U.S. Department of Education.

This survey will provide a description of foreign language education in public and private schools across the country.

In several days, you will receive the survey on foreign language instruction in your school. Please take the time needed to answer the questionnaire (we would still like you to return the survey even if you do not offer foreign language). Your response is very important! It will enable us to report accurate findings about foreign language education nationwide.

Thank you very much for your cooperation and assistance!

Sincerely yours,

Nancy Rhodes

Nancy Rhodes
Survey Director

Lucinda Branaman

Lucinda Branaman
Survey Coordinator

1118 22nd Street, N.W., Washington, D.C. 20037 (202) 429-9292 Fax: (202) 659-5641

Appendix E

Cover Letter Sent With Survey

CAL
Center for
Applied
Linguistics

October 9, 1996

Dear Principal or Foreign Language Chairperson/Teacher:

We need your help! As you know from our letter last week, we are conducting a nationwide survey about foreign language education in the United States, sponsored by the U.S. Department of Education.

Your school has been randomly selected and is part of a small sample from over one hundred thousand public and private schools in the country.

Please take the time needed to answer the questionnaire. Even if your school has no foreign language program, please indicate this on the questionnaire and return it.

Your response is very important to us because it will enable us to obtain an accurate picture of the country's foreign language education programs. The information will be used to help improve instruction, curricula, and materials for foreign language classes.

Please return the completed survey in the enclosed postage-paid envelope by *October 30, 1996.*

Thank you so much for your help!

Sincerely yours,

Nancy Rhodes

Nancy Rhodes
Survey Director

Lucinda Branaman

Lucinda Branaman
Survey Coordinator

P.S. Enclosed is a small token of our appreciation for your assistance.

1118 22nd Street, N.W., Washington, D.C. 20037 (202) 429-9292 Fax: (202) 659-5641

Appendix F

Tests for Statistical Significance

National Foreign Language Survey

Tests for Statistical Significance

Data from 1987 and 1997 were analyzed for significant increases or decreases over time. Tests for statistical significance, often referred to as a t-test for means and proportions, were conducted by Market Facts, Inc. Tests for statistical significance were calculated using the weighted data with a p value of <.05. The formula for tests of significance takes into account the Design Effect, or DEFF, which is the effect on variance due to disproportionate sampling. The formula used to calculate statistical significance for differences in proportions was:

$$t = \frac{P_1 - P_2}{\sqrt{V(P_1 - P_2)}}$$

Where P_1 = Proportion at time 1 (1987)
P_2 = Proportion at time 2 (1997)

$$V(P_1 - P_2) = \frac{P_1(1-P_1)}{n_1}(DEFF_1) + \frac{P_2(1-P_2)}{n_2}(DEFF_2)$$

Where n_1 = Weighted base size (1987)
n_2 = Weighted base size (1997)
$DEFF = 1 + CV_w^2$
Where CV_w is the coefficient of variation of the weights

The formula to calculate statistical significance for difference in means was:

$$\bar{t} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1}(DEFF_1) + \frac{s_2^2}{n_2}(DEFF_2)}}$$

Appendix G

Formula for Obtaining Enrollment Figures

APPENDIX G
Formula for Obtaining Enrollment Figures
Elementary Schools

214.4 Mean # of FL students x 473 # of schools (weighted) = 101,411 # of students enrolled in for. lang. in 473 schools

101,411 x 42.02 multiplier = **4,261,290** total # of students enrolled in for. lang in U.S. elementary schools

Origin of 42.02:

1,534 Total respondents (unweighted) to survey ÷ 64,500 Total elementary schools in country (MDR, 1997) = 2.38% Percentage of elementary schools represented by this survey

100 ÷ 2.38 = **42.02** Multiplier to obtain national sample equivalent

Public Elementary Schools

244.8 Mean # of FL students x 270 # of pub. schools (weighted) = 66,096 # of students enrolled in foreign languages in 270 public elementary schools

66,096 x 42.02 multiplier = **2,777,354** total # of students nationally enrolled in for. lang in public elementary schools

Private Elementary Schools

174.4 Mean # of FL students x 203 # of priv. schools (weighted) = 35,403 # of students enrolled in for. lang. in 203 private elementary schools

35,403 x 42.02 multiplier = **1,487,634** total # of students nationally enrolled in for. lang. in private elementary schools

---

Secondary Schools

377.4 Mean # of FL students x 1,382 # of schools (weighted) = 521,567 # of students enrolled in for. lang. in 1,382 schools

521,567 x 23.2 multiplier = **12,100,354** total # of students enrolled in for. lang in U.S. secondary schools

Origin of 23.2:

1,650 Total respondents (unweighted) to survey ÷ 38,309 Total secondary schools in country (MDR, 1997) = 4.31% Percentage of secondary schools re-

				presented by this survey
100	÷	4.31	=	**23.2** Multiplier to obtain national sample equivalent

Public Secondary Schools

382.5 Mean # of FL students	x	1,193 # of pub. schools (weighted)	=	456,323 # of students enrolled in foreign languages in 1,193 public secondary schools
456,323	x	23.2 multiplier	=	**10,586,693** total # of students nationally enrolled in for. lang in public secondary schools

Private Secondary Schools

346.5 Mean # of FL students	x	188 # of priv. schools (weighted)	=	65,142 # of students enrolled in for. lang. in 188 private secondary schools
65,142	x	23.2 multiplier	=	**1,511,294** total # of students nationally enrolled in for. lang in private secondary schools

Middle School-Junior High/Senior High/Combined Schools

The same procedure was used for obtaining the middles school-junior high/senior high/combined comparisons. The total number of weighted schools used in the calculation is slightly different from the total for the secondary schools above because this data is based on the total number of respondents who answered the question concerning the grade levels in their school.

The calculations are as follows:
# of weighted schools: 1,377
376.2 x 1,377 = 518,027
518,027 x 23.26 = 12,049,308

Origin of 23.26
1,645 ÷ 38,309 = 4.3%

Middle school-junior high schools
298 x 439 = 130,822
130,822 x 23.26 = 3,042,920

Senior high schools
475.2 x 655 = 311,256
311,256 x 23.26 = 7,239,815

Combined schools
274 x 266 = 72,884
72,884 x 23.26 = 1,695,282

Appendix H

Formula for Obtaining Percentages of Students Enrolled in Language Classes at a Given Time

APPENDIX H

Formula for Obtaining Percentages of Students Enrolled in Language Classes at a Given Time

Elementary

214.4	÷	406.2	=	53%
Mean # of students studying FL (weighted)		Mean # of students in all responding schools (weighted)		Approximate % of students at any given time enrolled in foreign language classes in a school

Public 244.8 ÷ 465.7 = 53%
Private 174.4 ÷ 235.5 = 74%

Secondary

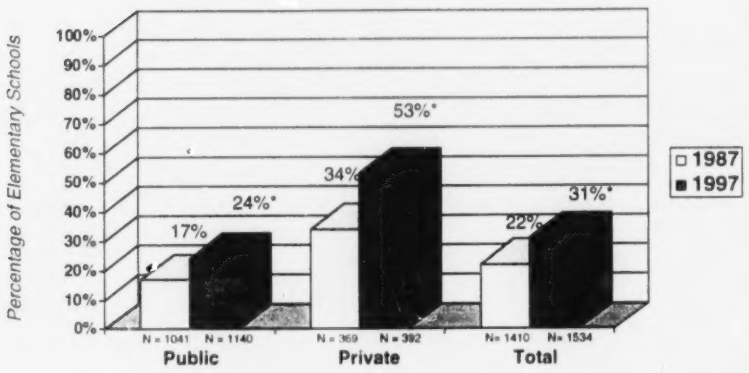
377.4	÷	716	=	53%
Mean # of students studying FL (weighted)		Mean # of students in all responding schools (weighted)		Approximate % of students at any given time enrolled in foreign language classes in a school

Public 382 ÷ 756 = 51%
Private 346.5 ÷ 445.7 = 78%

Appendix I

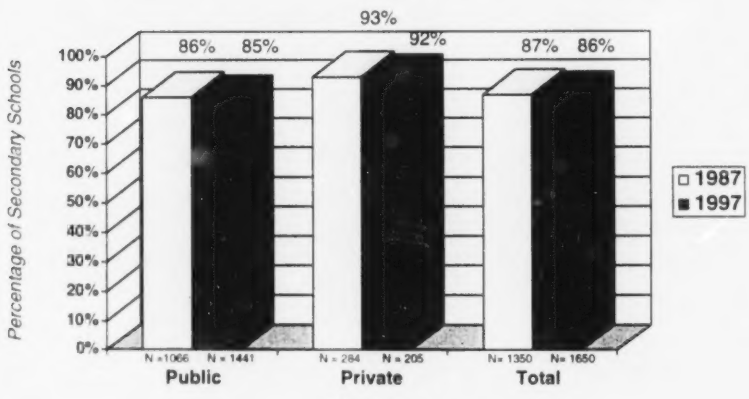
Figures 1-35

Figure 1: **Elementary Schools** Teaching Foreign Languages
(Public, Private, Total) (1987 and 1997)



* Indicates a statistically significant increase from 1987 to 1997

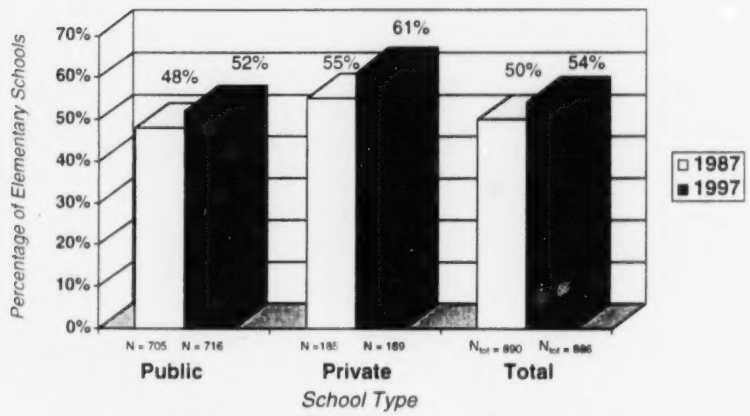
Figure 2: **Secondary Schools** Teaching Foreign Languages
(Public, Private, Total) (1987 and 1997)



Note: The decreases from 1987 to 1997 were not statistically significant

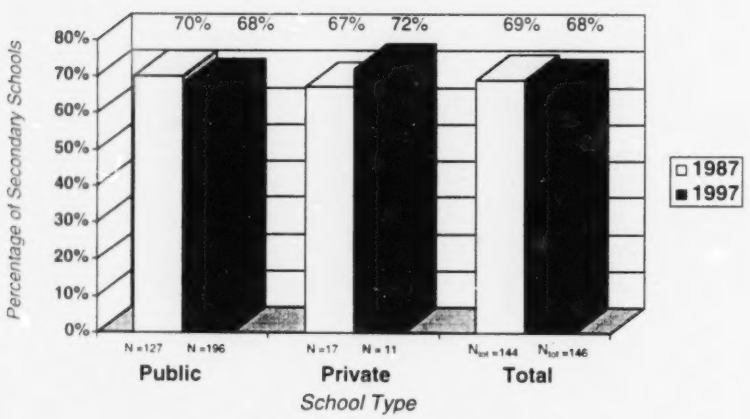
BEST COPY AVAILABLE

Figure 3: **Elementary Schools** Not Currently Teaching Foreign Languages but Interested in Offering Them (Public, Private, Total) (1987 and 1997)



Note: No statistical significance tests were conducted on this data.

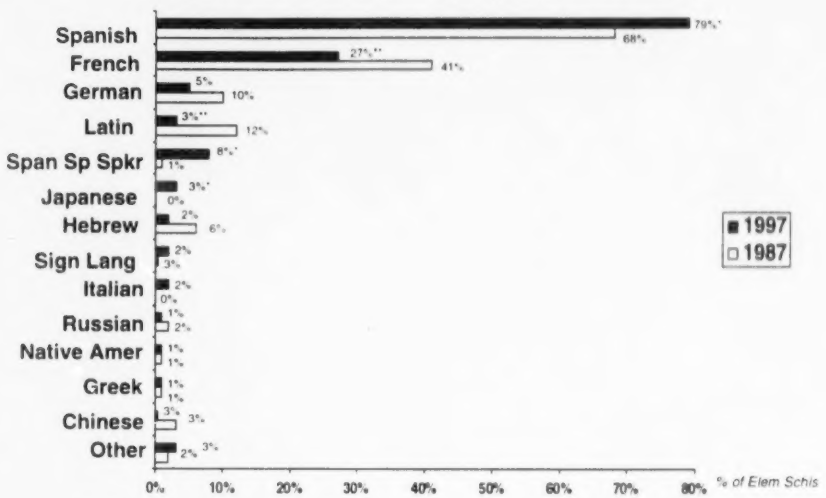
Figure 4: **Secondary Schools** Not Currently Teaching Foreign Languages but Interested in Offering Them (Public, Private, Total) (1987 and 1997)



Note: No statistical significance tests were conducted on this data.

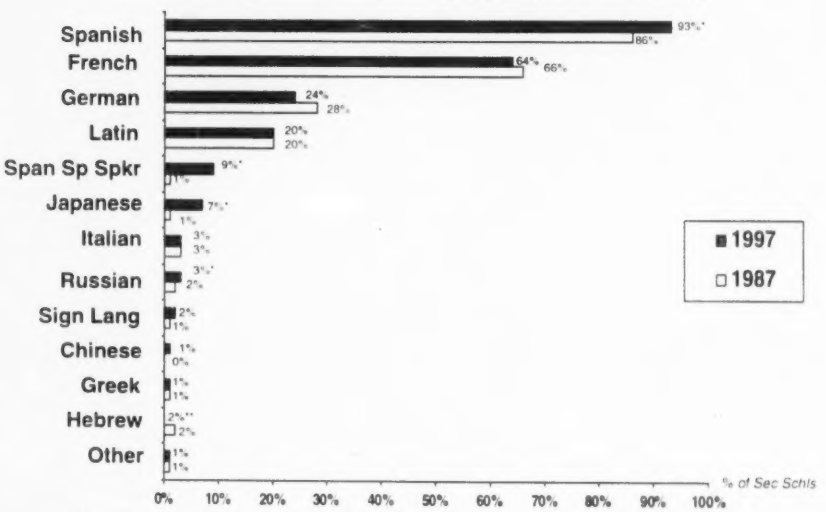
BEST COPY AVAILABLE

Figure 5: **Elementary Schools** with Foreign Language Programs that Teach Various Foreign Languages (1987 and 1997)



* Indicates a statistically significant increase from 1987 to 1997 ** Indicates a statistically significant decrease

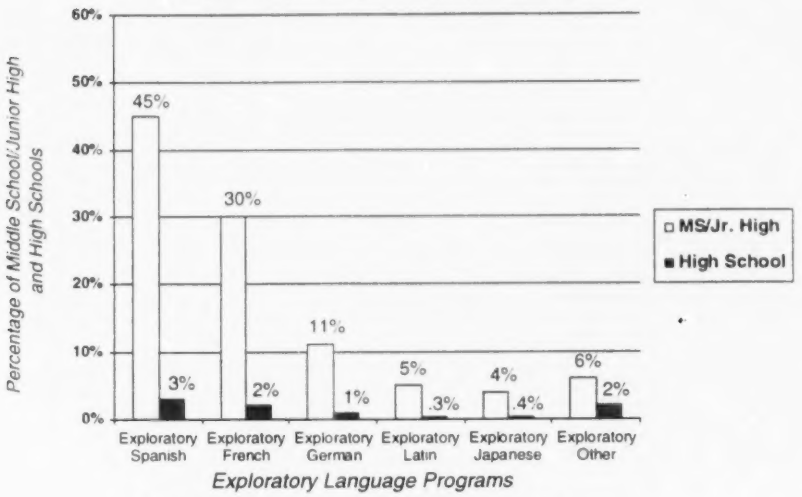
Figure 6: **Secondary Schools** with Foreign Language Programs that Teach Various Foreign Languages (1987 and 1997)



* Indicates a statistically significant increase from 1987 to 1997 ** Indicates a statistically significant decrease

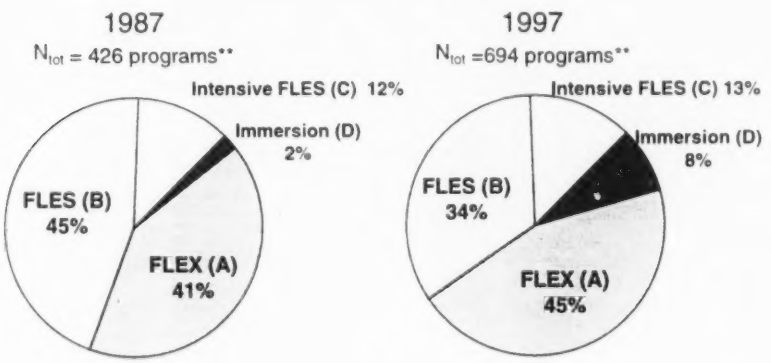
BEST COPY AVAILABLE

Figure 7: **Middle Schools/Junior High Schools and High Schools** With Foreign Language Programs that Teach Various Exploratory Foreign Languages (1997)



Note: No statistical significance tests were conducted on this data.

Figure 8: **Elementary Schools** with Foreign Language Programs that Offer Various Program Types (1987 and 1997)

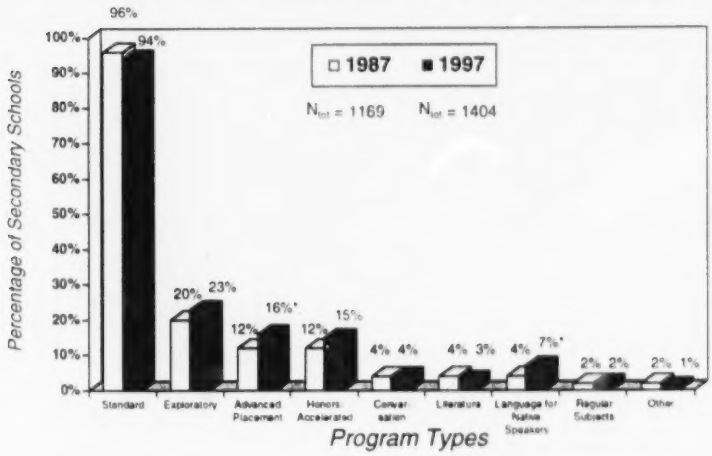


Note: No statistical significance tests were conducted on this data.
Note: Some schools have more than one program type.

**Base = Total weighted foreign language program types in elementary schools.

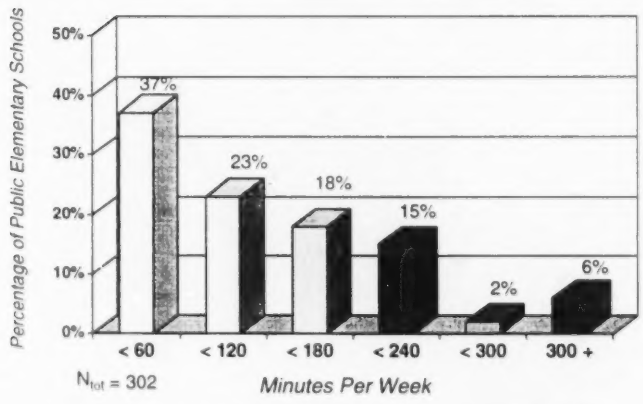
BEST COPY AVAILABLE

Figure 9: **Secondary Schools** with Foreign Language Programs that Offer Various Program Types (1987 and 1997)



* Indicates a statistically significant increase from 1987 to 1997

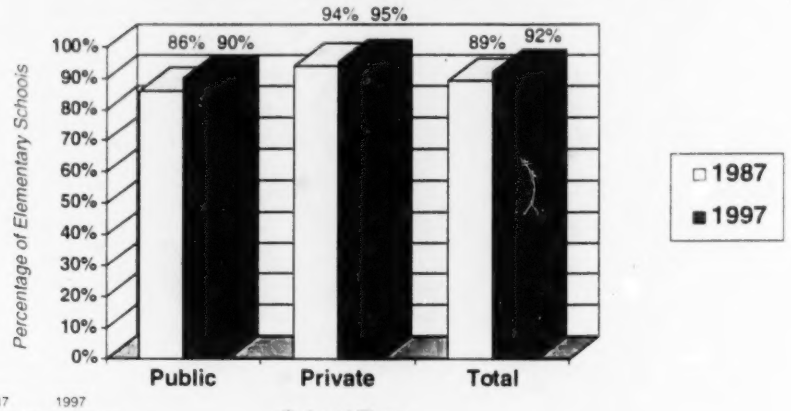
Figure 10: Average Minutes Per Week of Instruction in Public **Elementary Schools** that Teach Spanish, French, German, and Japanese (1997)



Note: No statistical significance tests were conducted on this data.

BEST COPY AVAILABLE

Figure 11: **Elementary Schools** with Foreign Language Programs that Teach Foreign Languages During the Regular School Day (Public, Private, Total) (1987 and 1997)

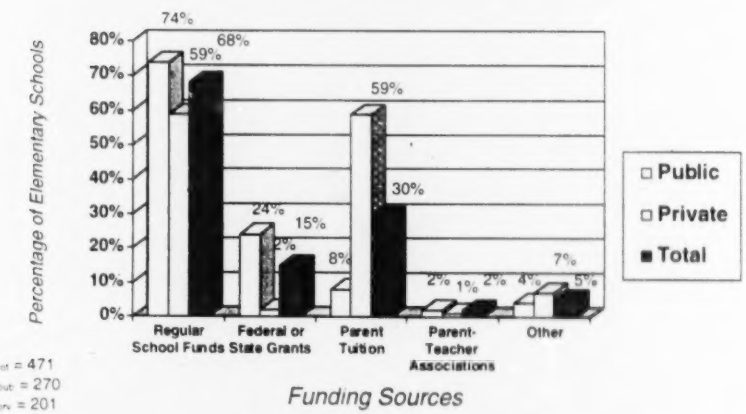


1987: N_{pub} = 175, N_{pvt} = 122, N_{tot} = 297

1997: N_{pub} = 267, N_{pvt} = 203, N_{tot} = 470

Note: The increases from 1987 to 1997 were not statistically significant.

Figure 12: **Elementary Schools** with Foreign Language Programs Reporting Various Funding Sources for Foreign Language Programs (Public, Private, Total) (1997)

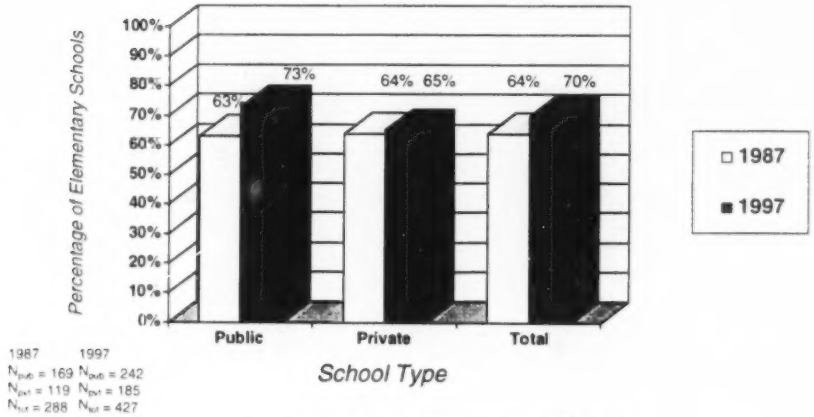


N_{tot} = 471
N_{pub} = 270
N_{pvt} = 201

Note: There were no statistically significant differences between 1987 and 1997 in elementary funding sources.

BEST COPY AVAILABLE

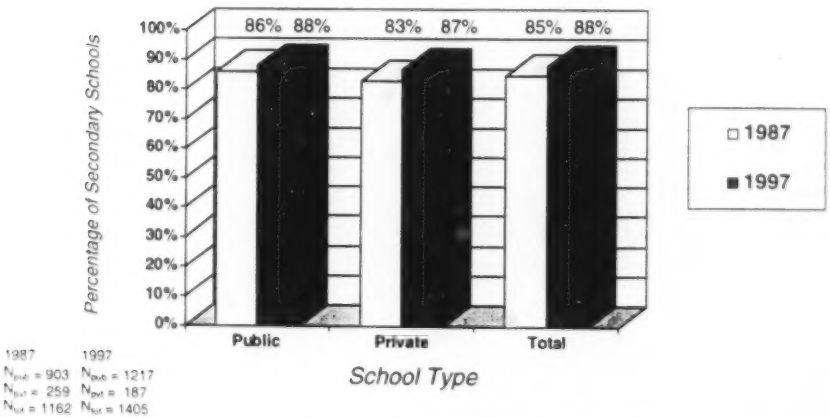
Figure 13: **Elementary Schools** with Foreign Language Programs
that Have Established Curriculum Guidelines
(Public, Private, Total) (1987 and 1997)



1987 1997
N_{pub} = 169 N_{pub} = 242
N_{pvt} = 119 N_{pvt} = 185
N_{tot} = 288 N_{tot} = 427

Note: There were no statistically significant differences from 1987 and 1997.

Figure 14: **Secondary Schools** with Foreign Language Programs
that Have Established Curriculum Guidelines
(Public, Private, Total) (1987 and 1997)

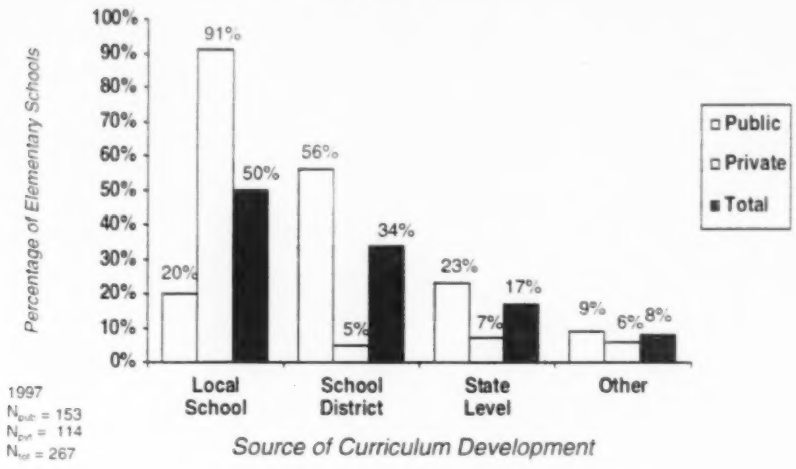


1987 1997
N_{pub} = 903 N_{pub} = 1217
N_{pvt} = 259 N_{pvt} = 187
N_{tot} = 1162 N_{tot} = 1405

Note: There were no statistically significant differences from 1987 and 1997.

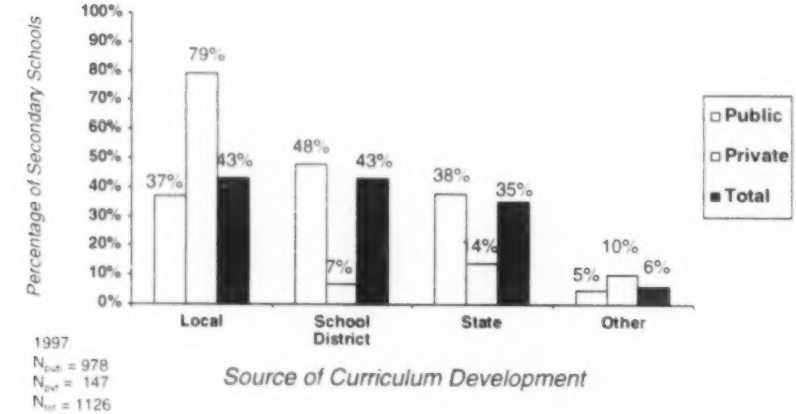
BEST COPY AVAILABLE

Figure 15: Sources of Curriculum Development for **Elementary Schools** with Foreign Language Programs (Public, Private, Total) (1997)



Note: No statistical significance tests were conducted on this data.

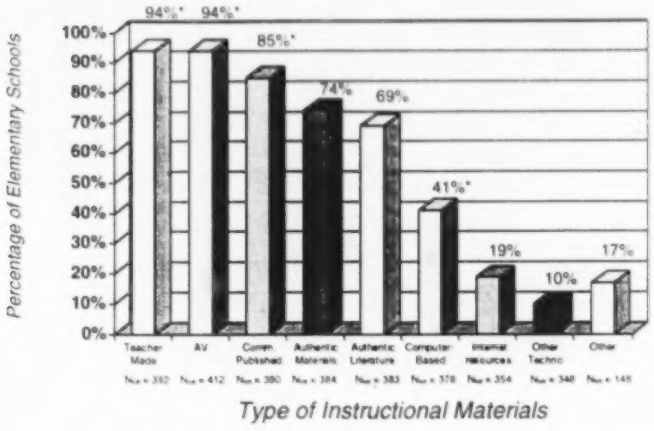
Figure 16: Sources of Curriculum Development for **Secondary Schools** with Foreign Language Programs (Public, Private, Total) (1997)



Note: No statistical significance tests were conducted on this data.

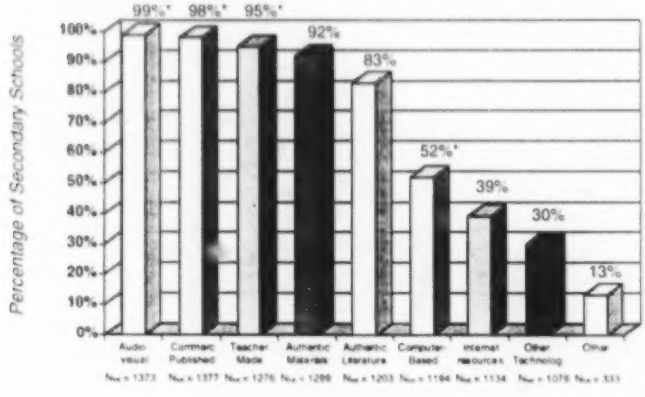
BEST COPY AVAILABLE

Figure 17: **Elementary Schools** with Foreign Language Programs Using Various Types of Instructional Materials (1997)



* indicates a significant increase from 1987 to 1997 in the percentage of schools using these materials.

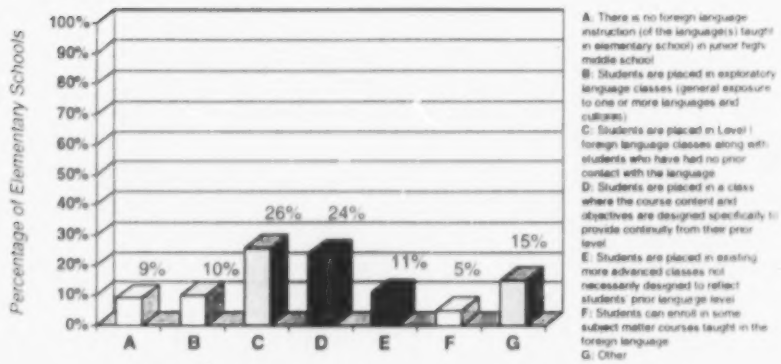
Figure 18: **Secondary Schools** with Foreign Language Programs Using Various Types of Instructional Materials (1997)



* indicates a significant increase from 1987 to 1997 in the percentage of schools using these materials.

BEST COPY AVAILABLE

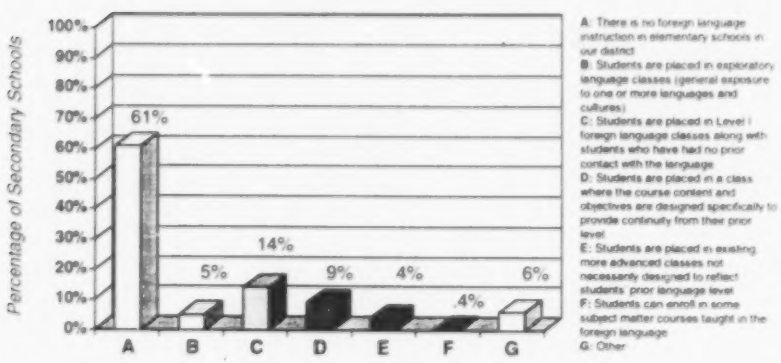
Figure 19: **Elementary Schools** with Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction from Elementary through Secondary School (1997)


Percentage of Elementary Schools
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9%
10%
26%
24%
11%
5%
15%
A
B
C
D
E
F
G
A: There is no foreign language instruction (of the language(s) taught in elementary school) in junior high/ middle school
B: Students are placed in exploratory language classes (general exposure to one or more languages and cultures)
C: Students are placed in Level I foreign language classes along with students who have had no prior contact with the language
D: Students are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level
E: Students are placed in existing more advanced classes not necessarily designed to reflect students' prior language level
F: Students can enroll in some subject matter courses taught in the foreign language
G: Other

N_{cu} =390 *Type of Sequencing Planned for Foreign Language Students*

Note: Categories changed slightly from 1987 to 1997. Statistical significance tests were not conducted on this data.

Figure 20: **Secondary Schools** with Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction from Elementary through Secondary School (1997)


Percentage of Secondary Schools
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
5%
14%
9%
4%
4%
6%
A
B
C
D
E
F
G
A: There is no foreign language instruction in elementary schools in our district
B: Students are placed in exploratory language classes (general exposure to one or more languages and cultures)
C: Students are placed in Level I foreign language classes along with students who have had no prior contact with the language
D: Students are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level
E: Students are placed in existing more advanced classes not necessarily designed to reflect students' prior language level
F: Students can enroll in some subject matter courses taught in the foreign language
G: Other

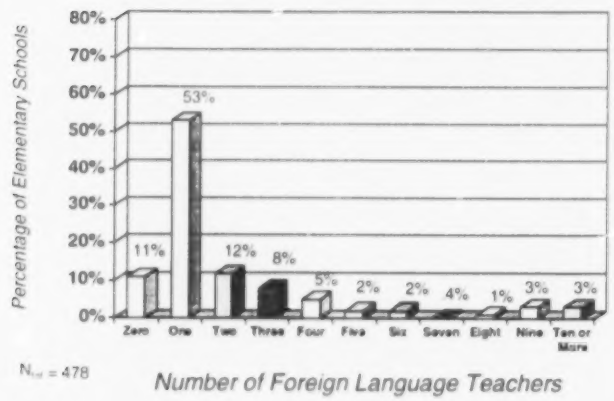
Type of Sequencing Planned for Foreign Language Students

N_{cu} =1213

Note: Categories changed slightly from 1987 to 1997. Statistical significance tests were not conducted on this data.

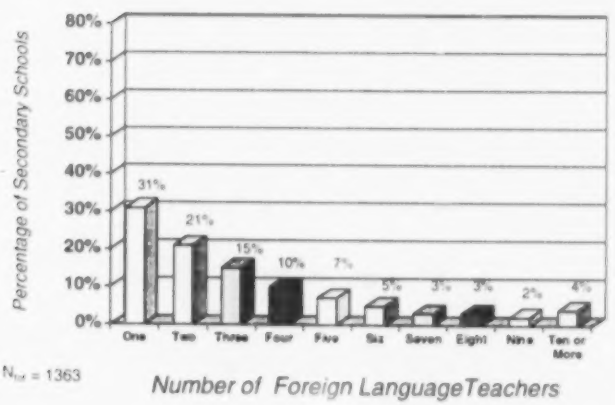
BEST COPY AVAILABLE

Figure 21: Number of Foreign Language Teachers at **Elementary Schools** with Foreign Language Programs (1997)



Note: No statistical significance tests were conducted on this data.

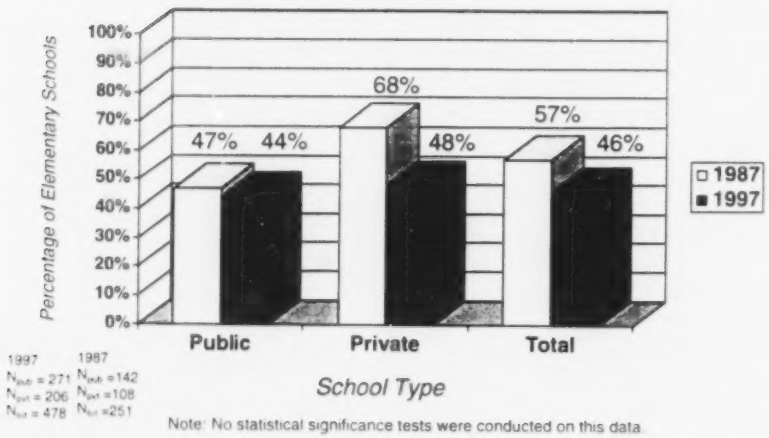
Figure 22: Number of Foreign Language Teachers at **Secondary Schools** with Foreign Language Programs (1997)



Note: No statistical significance tests were conducted on this data.

BEST COPY AVAILABLE

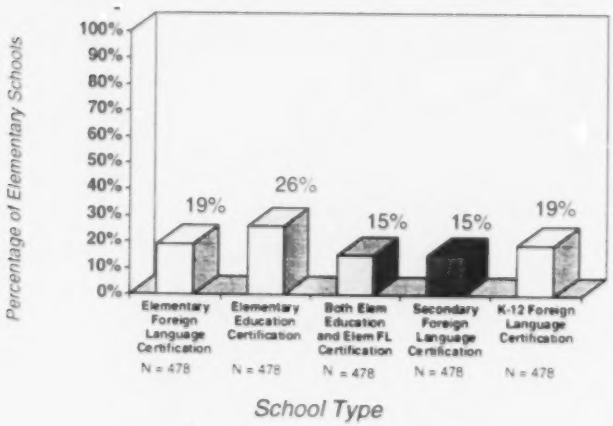
Figure 23: **Elementary Schools** with Foreign Language Programs That Have Native Speaking Foreign Language Teachers (Public, Private, Total) (1987 and 1997)



1997 N_{pub} = 271, N_{pvt} = 206, N_{tot} = 478
1987 N_{pub} =142, N_{pvt} =108, N_{tot} =251

Note: No statistical significance tests were conducted on this data.

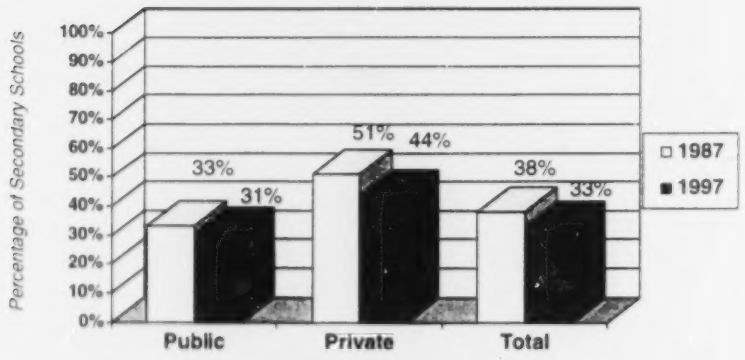
Figure 24: Qualifications of Foreign Language Teachers in **Elementary Schools** with Foreign Language Programs (1997)



Note: No statistical significance tests were conducted on this data.

BEST COPY AVAILABLE

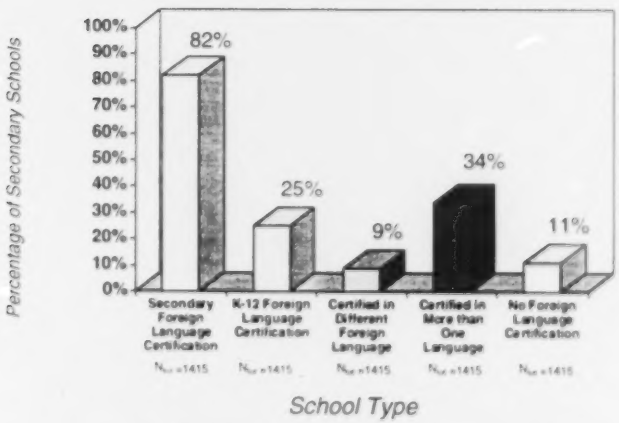
Figure 25: **Secondary Schools** with Foreign Language Programs That Have Native Speaking Foreign Language Teachers (Public, Private, Total) (1987 and 1997)



N_{pub} =1226
N_{pvt} = 187
N_{tot} = 1414

Note: No statistical significance tests were conducted on this data.

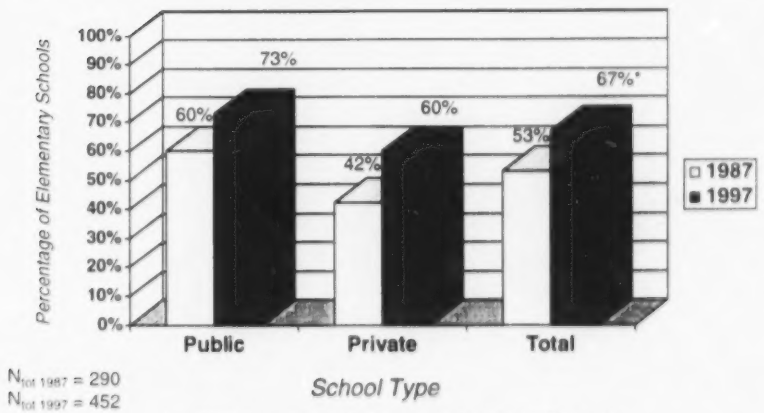
Figure 26: Qualifications of Foreign Language Teachers in **Secondary Schools** with Foreign Language Programs (1997)



Note: No statistical significance tests were conducted on this data.

BEST COPY AVAILABLE

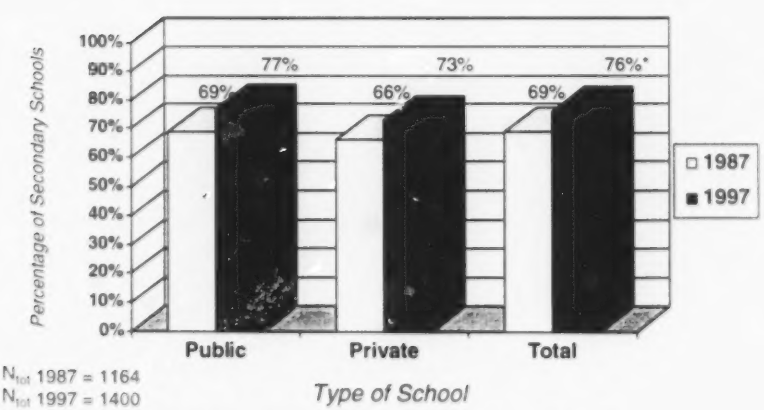
Figure 27: **Elementary Schools** with Foreign Language Programs That Have Foreign Language Teachers Participating in Inservice Training (Public, Private, Total) (1987 and 1997)



$N_{tot\ 1987} = 290$
$N_{tot\ 1997} = 452$

* indicates a statistically significant increase from 1987 to 1997

Figure 28: **Secondary Schools** with Foreign Language Programs That Have Foreign Language Teachers Participating in Inservice Training (Public, Private, Total) (1987 and 1997)

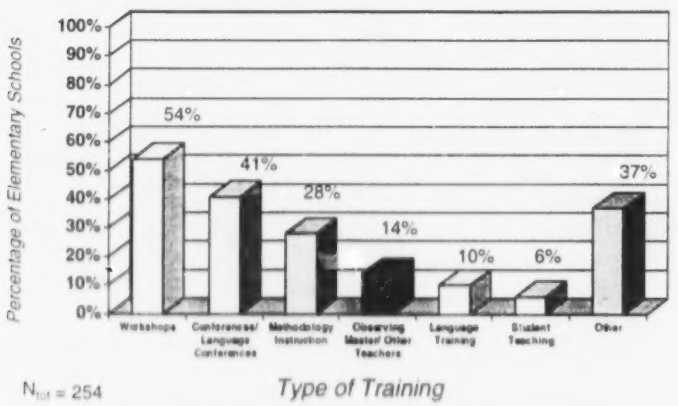


$N_{tot\ 1987} = 1164$
$N_{tot\ 1997} = 1400$

* indicates a statistically significant increase from 1987 to 1997

BEST COPY AVAILABLE

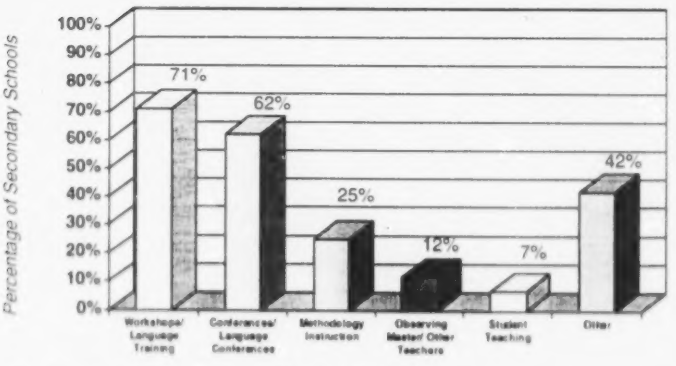
Figure 29: **Elementary Schools** with Foreign Language Programs That Have Foreign Language Teachers Participating in Various Types of Inservice Training (1997)



N_{tot} = 254

Note: No statistical significance tests were conducted on this data

Figure 30: **Secondary Schools** with Foreign Language Programs That Have Foreign Language Teachers Participating in Various Types of In-Service Training (1997)

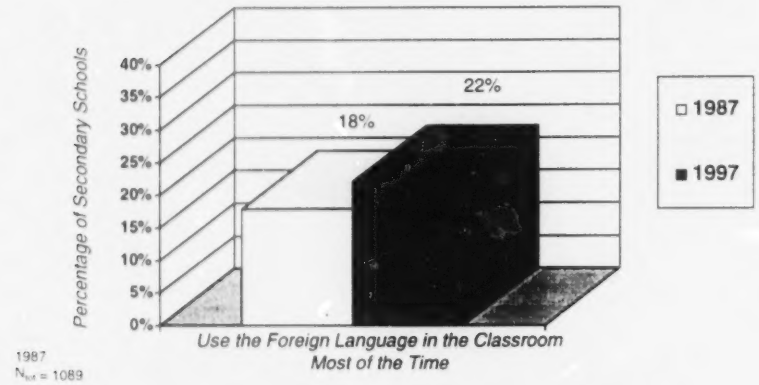


N_{tot} = 960

Note: No statistical significance tests were conducted on this data

BEST COPY AVAILABLE

Figure 31: **Secondary Schools** with Foreign Language Programs that have Foreign Language Teachers Using the Foreign Language in the Classroom Most (75 - 100%) of the Time (1987 and 1997)

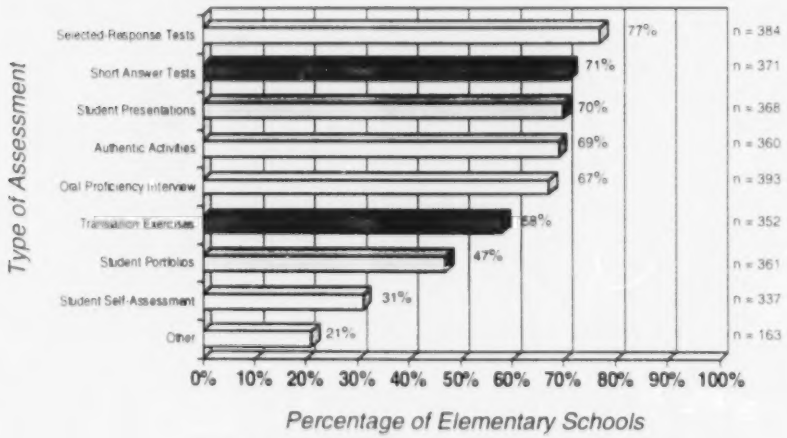


1987 N_{wt} = 1089

1997 N_{wt} = 1397

Note: No statistical significance tests were conducted on this data.

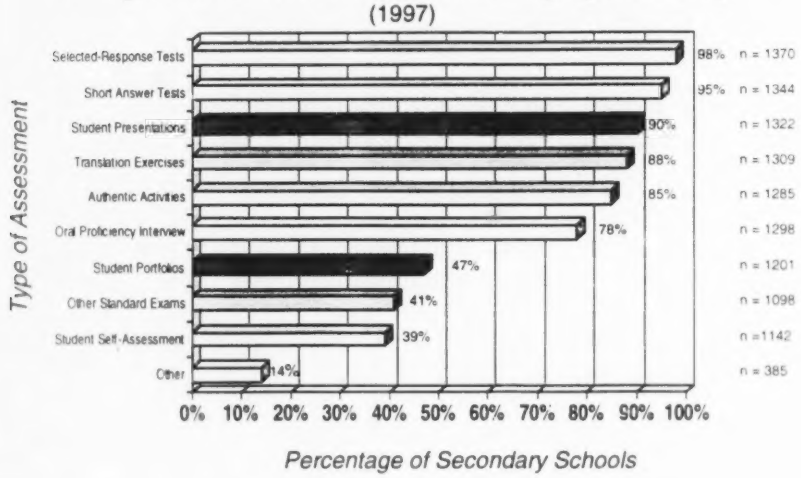
Figure 32: **Elementary Schools** with Foreign Language Programs using Various Assessments of Students' Language Proficiency (1997)



Note: No statistical significance tests were conducted on this data.

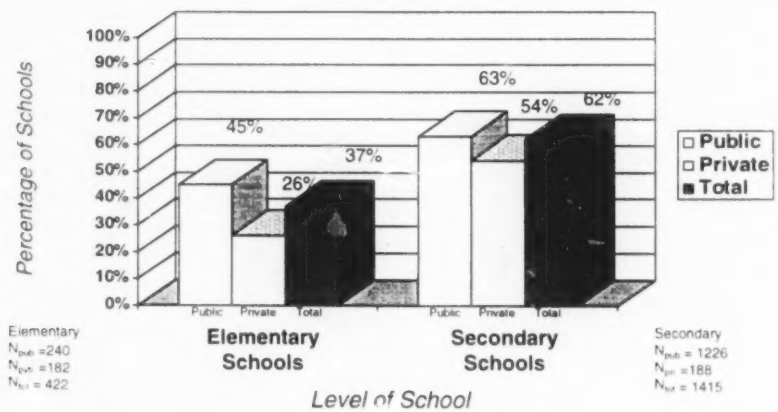
BEST COPY AVAILABLE

Figure 33: **Secondary Schools** with Foreign Language Programs using Various Assessments of Students' Language Proficiency (1997)



Note: No statistical significance tests were conducted on this data.

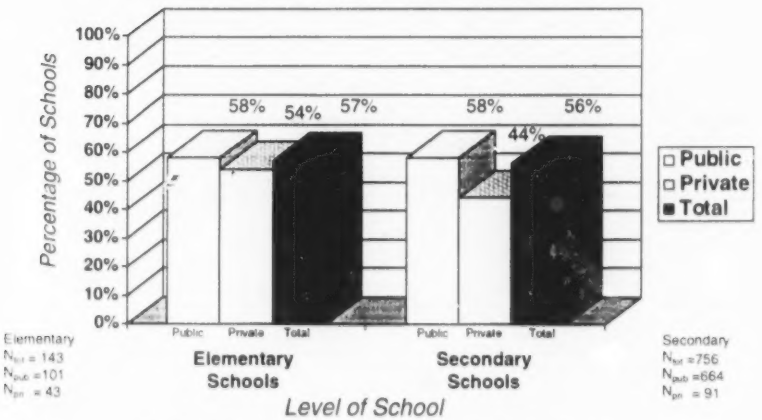
Figure 34: **Elementary and Secondary Schools** with Foreign Language Programs that are Aware of the National Standards for Foreign Language Learning and/or their State's Version of the Standards (1997)



Note: No statistical significance tests were conducted on this data.

BEST COPY AVAILABLE

Figure 35: **Elementary and Secondary Schools** with Foreign Language Programs Reporting that their Foreign Language Curriculum has Changed Due to Awareness of the National Standards for Foreign Language Learning and/or their State's Version of the Standards (1997)



Note: No statistical significance tests were conducted on this data.

BEST COPY AVAILABLE